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ABSTRACT

Sites in the San Diego (California) City school system that receive integration funds through their magnet, Voluntary Ethnic Enrollment Program, or Academic Enrichment Academy Program are accountable for their progress toward integration goals. Selection of the 23 study sites for this report was based on their inclusion in the 1995-96 schedule for Integration Review (Monitoring) at 15 elementary, 5 junior/middle, and 2 senior high schools. The cyclical review is designed to determine the degree to which sites have improved the academic achievement for all students, reduced the achievement gap between the achievement of minority and majority students, promoted student learning, provided a safe and nurturing school environment, and promoted parent and community involvement and education. Review of documents, including student grades and standardized test results, and a parent survey provided information about the progress toward academic improvement and integration. Although reading achievement increased for many classes, the achievement gap between the performance of African American and Hispanic American students and that of other student groups at the 23 sites changed little over the past 3 years, with progress less at secondary than at elementary sites. The percentage of parents satisfied with the schools' progress remained the same or increased at 17 of the 23 sites. The relative success of five sites, given the demographic disadvantages they face, is noteworthy. These sites may serve as examples for other schools. (Contains 17 tables and 23 figures.) (SLD)

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San Diego City Schools
PLANNING, ASSESSMENT, ACCOUNTABILITY, AND DEVELOPMENT DIVISION

REPORT ON 23 INTEGRATION SITES: 1995-96

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STANDARDS, ASSESSMENT, AND INTEGRATION SERVICES UNIT

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REPORT ON 23 INTEGRATION SITES: 1995-96

Prepared by

Susan Millett

September 24, 1996

San Diego City Schools
Planning, Assessment, and Accountability Division
Standards, Assessment, and Integration Services Unit

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Standards, Assessment, and Integration Services Unit

Summary
REPORT ON 23 INTEGRATION SITES: 1995-96
September 24, 1996

Issue/Concern

Sites that receive integration funds through their magnet, Voluntary Ethnic Enrollment Program (VEEP), or Academic Enrichment Academy (AEA) programs are accountable for their progress toward integration goals, as defined by the *Strategic Plan for Integration* and the *Plan to Improve Student Achievement and Organizational Effectiveness*. Selection of the 23 study sites reviewed in this report was based on their inclusion in the 1995-96 schedule for Integration Review (Monitoring) at 15 elementary and five junior/middle-level sites and for the WASC process at two senior high sites.

Purpose of the Study

The cyclical review of integration sites is conducted to assess progress toward integration goals, as defined by two mandating documents: the *Strategic Plan for Integration* and the *Plan to Improve Student Achievement and Organizational Effectiveness*. The analysis of study findings should identify the extent to which sites have (1) improved the academic achievement of all students, and reduced the gap between the achievement of Asian American and White students and that of their African American and Hispanic American classmates; (2) promoted student learning and productivity by providing equitable access and opportunity; (3) provided a learning environment that allows students to feel safe, nurtured, and secure; and (4) promoted parent/community involvement and education.

Summary of Findings

Report Card Reading Grades at Grade 3. June 1996 report card data showed that 81.9 percent of Grade 3 study site students were graded as either "moderately experienced," "experienced," or "exceptionally experienced" readers. Eighty percent or more of the students achieved a grade of "moderately experienced" or higher at seven of the 16 elementary study sites — Crown Point, Curie, Holmes, Kennedy, Mason, Ross, and Tierrasanta. Reading data for major ethnic groups revealed that the percentage of students who achieved the reading expectation was highest among Indochinese American students (96.8 percent) and lowest among African American students (74.0 percent).

Of the Grade 3 students who had achieved the "moderately experienced reader" level or higher *as second graders the previous year*, a decided majority (93.7 percent) maintained that level of achievement on their June 1996 report card. However, it is particularly noteworthy

that, among students who had *not* achieved the "moderately experienced reader" level or higher as second graders, almost all (99.7 percent) continued to be unsuccessful in achieving that goal by the end of Grade 3. Clearly, for this group of study site students, *reading success at Grade 2 was highly predictive of reading success at Grade 3.*

ASAT Reading Comprehension. Among study site students in Grades 5, 7, and 10, slightly more than half (51.4 percent) improved their performance on the Reading Comprehension subtest of the Abbreviated Stanford Achievement Test (ASAT) when compared with the previous year. Perry's fifth-graders were particularly successful, where 82 percent of the students improved their performance.

The rate of improvement (i.e., the percent of those who improved their performance) *over the past year* ranged from 48.6 percent for White students to 65.3 percent for Filipino American students; the rate of improvement *over three years* ranged from 51.7 percent for Indochinese American students to 60.5 percent for Asian American students. These percentages varied considerably by grade level. The three-year improvement rate for the Grade 5 cohort was particularly high for Asian American students (90 percent) and Indochinese American students (75 percent). The African American cohort at Grade 7 also demonstrated a high rate of improvement over three years (70 percent). However, *the achievement gap between the performance of African American and Hispanic American students and that of other student groups at the 23 study sites changed little over the past three years.*

Aprenda Reading Comprehension. Of Grade 5 study site students, 44.9 percent improved their percentile rank in Reading Comprehension when compared with the previous year. However, *progress over three years revealed a dramatically higher improvement rate (74.0 percent) than that for one year.*

Mathematics Report Card Grades at Grade 2 and Grade 5. Mathematics data for the 16 elementary study sites indicated that 88.7 percent of the students at Grade 2 and 80 percent of the students at Grade 5 achieved a "3" ("satisfactory") grade or higher on their June 1996 report cards. The highest rate of achievement was earned by Asian American and Indochinese American students at both grade levels. The success rate was particularly low (68 percent) among African American study site students at Grade 5.

Of the Grade 2 students who had achieved a "satisfactory" grade or higher in math *as first graders the previous year* (June 1995), a decided majority (91.8 percent) maintained that level of achievement on their June 1996 report cards. Of the Grade 5 students who achieved "satisfactory" or higher math grades the previous year, 88.4 percent prevailed at this level. However, as noted in the data for reading, a decided majority of second- and fifth-grade students who had *not* achieved a "satisfactory" math grade or higher the previous year continued to be unsuccessful in reaching a satisfactory level of achievement. For this group of study site students, *math success at Grades 1 and 4 (as evidenced by report card grades) was highly predictive of math success at Grades 2 and 5.*

ASAT Math Applications. Of study site students in Grades 5 and 7, 42.9 percent improved their percentile rank in Math Applications when compared with the previous year — a considerably lower rate of improvement than noted for the Reading Comprehension section

of the ASAT (51.4 percent). None of the study sites achieved an improvement rate of 80 percent or more.

The percent of various ethnic groups who improved their performance on ASAT Math Applications *over the past year* ranged from 37.5 percent for Asian American students to 50.0 percent for Filipino American students. The rate of improvement *over three years* ranged from 32.4 percent for Asian American students to 49.5 percent for Filipino American students. *The achievement gap between the performance of African American and Hispanic American students and that of other student groups widened considerably over a three-year period for the fifth-grade cohort, as a result of both (1) improved performance by Asian Americans and (2) declining performance by Hispanic American and African American students.* African American students, in particular, fell 10 percentage points on average over this three-year period.

Written and Oral Language Grades at Grade 2 and Grade 5. June 1996 report card data revealed that 87.5 percent of Grade 2 study site students earned a "satisfactory" grade or higher in Written Language; 96.1 percent achieved that level in Oral Language. At Grade 5, 89.7 percent of all study site students earned a "satisfactory" grade or higher in Written Language; 97.3 percent achieved that expectation in Oral Language.

Asian American, Filipino American, and Indochinese American students at both grade levels earned the highest level of achievement overall in Written Language; the rates for Hispanic American students and African American students were 10-20 percentage points lower. The rates of achievement in Oral Language were much closer among ethnic groups.

Of the students who had achieved a "satisfactory" grade or higher in written or oral language *as first graders the previous year* (June 1995), an overwhelming majority (93.8 percent) maintained that level of achievement on their June 1996 report cards. Similarly, of the students who had *not* achieved a "satisfactory" grade or higher the previous year, a decided majority continued to be unsuccessful in reaching that level of achievement. For this group of study site students, *success in written and oral language at Grades 1 and 4 (as evidenced by report card grades) was highly predictive of success at Grades 2 and 5.*

UC A-F Course Completion. The percentage of students completing University of California a-f course requirements at the two high school study sites was lower than that districtwide. However, the rate at both schools increased overall when compared with the previous year. Clairemont High Schools's increase of 8.7 percent represented increases among *all* ethnic groups.

"C" Grade in Core Courses at Secondary Level. The percentage of Muirlands students who achieved a "C" grade or above in core course work exceeded the district average in every core subject; Montgomery and Correia students did so in three of the four subjects.

At Correia, Montgomery, and O'Farrell, African American students demonstrated strong gains in all subjects areas, when compared with the previous year. Gains for Asian Americans in all core subjects were also noted at Mann and, at Montgomery, in Math and Social Studies. Filipino American students showed dramatic gains in all subjects at Correia, and in English, Math, and Social Studies at Mann.

Attendance Rates. When compared with the previous year, the attendance rate either stayed the same or improved slightly at eight study sites and declined slightly at the other 15 schools. The only groups for whom attendance rates fell below 90 percent were African American students at Crown Point and Logan, and Filipino American students at Montgomery.

Suspension Rates. The rates of suspensions at the 16 elementary study sites ranged from 0.2 percent at Curie to 7.8 percent at Emerson/Bandini. The suspension rate at the middle-level and high school study sites was considerably higher than at the elementary level, ranging between 15 and 20 percent. One notable exception was Mann Middle School where the suspension rate was held to a comparatively low 7.4 percent, down 1.6 percent from the previous year; Muirlands and Montgomery also demonstrated lower suspension rates when compared with the previous year. Correia's suspension rate was highest among the seven secondary-level study sites, with particularly high rates among African American students.

Expulsion Rates. One elementary and six of the seven secondary-level study sites reported expulsions, ranging from one to six expelled students per site. When compared with the previous year, the numbers represented a decrease of six students at Montgomery and four students at both Correia and Mann; no increases were noted.

Dropout Rates. When compared with the previous year, the overall dropout rate for district high school sites declined by 1.2 percent. One of the two high school study sites, Clairemont, demonstrated a notable decline in its dropout rate (6.8 percent); Crawford's rate increased by 1.1 percent.

Retention Rates. The retention rate at the seven secondary-level study sites changed little; the rates ranged from a decline of 0.6 percent at Montgomery to an increase of 1.1 percent at O'Farrell.

Timely Completion of Schooling. When compared with the previous year, the data indicated that 13 of the 23 study sites reflected an increase in the percentage of students who completed their education at the appropriate age. An increase — in *all* reported ethnic categories — was noted at six elementary study sites: Balboa, Emerson/Bandini, Kennedy, Lee, Logan, and Ross.

Classroom Ethnic Composition. The data indicated that, over the past four school years, roughly 95 percent of study site classrooms have maintained ethnic balance (i.e., plus or minus 20 percent of a site's White student enrollment).

Parent Satisfaction. Data from a parent survey conducted during late Fall 1995 showed that the percentage of satisfied parents either *remained the same or increased* at 17 of the 23 study sites. The rate of parent satisfaction declined at only five sites, of which three were secondary-level. Although the number of respondents was too small to permit a breakdown by study site and ethnicity, the overall rate of satisfaction was lower for African American and White parents than that for other groups.

Governance Team Participation. The data demonstrated that, at 14 of the 23 study sites, Governance Teams/School Site Councils reflected every ethnic group where the group represented ten percent or more of the site's student population; smaller student groups comprising only *five* percent of the student population were represented by parents on many governing bodies. *Non-resident parent representation, however, was missing at 14 of the 22 sites offering VEEP or magnet programs.*

Partnerships. All activities that were sponsored by various corporate and community partnerships reflected board or district goals in general, and support for improved student achievement, gender equity, and cultural diversity in particular. The data showed that all but one study site (Whitman) had established at least one partnership.

Site Summaries. Summary Tables A and B (pages xii-xiii) provide an overview of progress on various achievement indicators by study site. Based on the 14 indicators for elementary sites shown in Table A, the findings revealed that Tierrasanta demonstrated progress in the greatest number of areas (11), followed by Holmes (10), and Curie, Emerson/Bandini, Fletcher, Holmes, Kennedy, Lee, Mason, and Perry (9). The other six elementary sites were successful in fewer areas.

Based on the 15 indicators for secondary-level sites (Table B), the findings revealed that, in general, progress was achieved in many fewer areas than that for elementary sites. Muirlands demonstrated progress in the greatest number of areas (7), followed by Montgomery and Mann (5), Clairemont (4), O'Farrell (3), Correia (2), and Crawford (1).

A number of demographic conditions exist at many sites which present both administrative and instructional challenges for site staff and may imply considerable *academic* disadvantage for their students (see site profiles on pages 3 and 4). When compared to the district average, eight of the 23 study sites — Balboa, Crown Point, Emerson/Bandini, Kennedy, Logan, Mann, Montgomery, and Crawford — experienced relatively (1) low stability and (2) high mobility, accompanied by (3) large populations of LEP (limited English proficient) and (4) economically disadvantaged students . The progress indicators summarized in the Summary Tables must be reviewed within the context of these important factors.

Given the formidable challenges at the eight above-mentioned sites, *the relative success of Emerson/Bandini, Kennedy, Mann, and Montgomery is particularly noteworthy.* These five sites may be a rich source of productive practices from which other similarly-challenged sites can learn.

Report prepared by Carriedo/Millett

Summary Table A
SUMMARY OF INTEGRATION SITE PERFORMANCE ON EXPECTATION/OUTCOME MEASURES
Elementary Study Sites

Site	Gr. 3 Read[1]	Gr. 2 Written Lang[2]	Gr. 2 Oral Lang[2]	Gr. 5 Written Lang[2]	Gr. 5 Oral Lang[2]	Gr. 2 Math[2]	Gr. 5 Math[2]	ASAT Read Comp[3]	ASAT Math Appl[3]	Absence Decline[4]	Ethnic Balnc[5]	Parent Satis Increase[6]	Govern Team Rep[7]	Partners[8]
Balboa			✓	✓	✓								✓	✓
Crown Point	✓	✓	✓	✓	✓	✓								✓
Curie	✓	✓	✓	✓	✓	✓					✓	✓		✓
Emerson/Band		✓	✓	✓	✓	✓	✓					✓	✓	✓
Fletcher		✓	✓	✓	✓	✓		•	•		✓	✓	✓	✓
Hancock	•	•	✓	✓	✓	✓					✓	✓		✓
Holmes	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓
Kennedy	✓	✓	✓		✓	✓				✓	✓	✓		✓
Lee		✓	✓	✓	✓		✓			✓	✓	✓		✓
Logan			✓	✓	✓	✓						✓	✓	✓
Mason	✓	✓	✓	✓	✓	✓	✓					✓		✓
Perry		✓	✓	✓	✓	✓		✓			✓	✓		✓
Ross	✓		✓	✓	✓	✓	✓					✓		✓
Sunset View	•	•	•	✓	✓	•	✓				✓	✓		✓
Tierrasanta	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Whitman		✓	✓	✓	✓	✓				✓		✓		

✓ Site met expectation.
• The number of students was too small (less than ten) to provide meaningful data, or no data were reported.

1 Eighty (80) percent or more of site students received a "Moderately Experienced" grade or higher in Reading on Semester 2 (June 1996) Progress Report.
2 Eighty (80) percent or more of site students received a "Satisfactory" grade or higher on Semester 2 (June 1996) Progress Report.
3 Eighty (80) percent or more of site students increased their 1996 score, when compared with the previous year.
4 The site showed a decline in the percent of (1994-95) absences when compared with previous year.
5 All classrooms were ethnically balanced within a range of + or - 20 percent of the white population at the site (1995-96).
6 The percent of satisfied parents either remained the same or increased (1995-96) when compared with the parent survey results from the previous year.
7 Non-resident students, and all ethnic groups comprising 10 percent or more of schoolwide population, had representation on Governance Team (6/96).
8 The site had established one or more partnerships that were aligned with board/district goals (1995-96).

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Summary Table B
SUMMARY OF INTEGRATION SITE PERFORMANCE ON EXPECTATION/OUTCOME MEASURES
Junior/Middle and High School Study Sites

Site	ASAT Read Comp[1]	ASAT Math Appl[1]	"C" in Engl[2]	"C" in Math[2]	"C" in Science[2]	"C" in SocStd[2]	UC a-f Increase[3]	UC a-f Increase[3]	Absence Decline[4]	Suspend Decline[4]	Dropout Decline[4]	Retain Decline[4]	Educ Comp Increase[5]	Govern Team Rep[6]	Parent Satis Increase[7]
Junior/Middle Level															
Correia							—	—	✓		—			✓	
Mann							—	—	✓	✓	—	✓	✓		✓
Montgomery			✓			✓	—	—		✓	—	✓			✓
Muirlands			✓	✓		✓	—	—	✓	✓	—			✓	✓
O'Farrell			•	✓	✓	•	—	—			—		✓		
Senior High															
Clairemont		•					✓	✓			✓	•	—	✓	
Crawford		•										•	—		✓

✓ Site met expectation.
• The number of students was too small (less than ten) to provide meaningful data, or no data were reported.
— Not applicable at this grade level

1 Eighty (80) percent or more of Grade 7 (junior/middle-level) or Grade 10 (high school) site students increased their 1996 score, when compared with previous year.
2 Eighty (80) percent or more of site students received a "C" or higher on Semester 2 (June 1995) Progress Report.
3 The site showed an increase in the percent of graduating seniors who met UC a-f requirements (1994-95).
4 The site showed a decline in the percent of 1994-95 absences when compared with the previous year.
5 The site showed a decline in the percent of students who failed to complete their education at an appropriate age, when compared with previous year (94-95).
6 Non-resident students, and all ethnic groups comprising 10 percent or more of schoolwide population, had representation on Governance Team (June 96).
7 The percent of satisfied parents either remained the same or increased (1995-96) when compared with the parent survey results from the previous year.

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SAN DIEGO CITY SCHOOLS
Planning, Assessment, and Accountability Division
Integration Services Office

REPORT ON 23 INTEGRATION SITES: 1995-96
September 24, 1996

Issue/Concern

Sites that receive integration funds through their magnet, Voluntary Ethnic Enrollment Program (VEEP), or Academic Enrichment Academy (AEA) programs are accountable for their progress toward integration goals, as defined by the *Strategic Plan for Integration* and the *Plan to Improve Student Achievement and Organizational Effectiveness.* Selection of the 23 study sites reviewed in this report was based on their inclusion in the 1995-96 schedule for Integration Review (Monitoring) at 15 elementary and five junior/middle-level sites and for the WASC process at two senior high sites.

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The cyclical review of integration sites is conducted to assess progress toward integration goals, as defined by two mandating documents: the *Strategic Plan for Integration* and the *Plan to Improve Student Achievement and Organizational Effectiveness.* The analysis of study findings should identify the extent to which sites have (1) improved the academic achievement of all students, and reduced the gap between the achievement of Asian American and White students and that of their African American and Hispanic American classmates; (2) promoted student learning and productivity by providing equitable access and opportunity; (3) provided a learning environment that allows students to feel safe, nurtured, and secure; and (4) promoted parent/community involvement and education.

Reporting Methodology

Reporting Design. The reporting design for this study incorporated the specific design tasks and expectations that are contained in the district's *Plan to Improve Student Achievement and Organizational Effectiveness,* as well as the goals identified in the *Strategic Plan for Integration* which are related to improved student achievement, equal access to opportunity, integrated settings for learning, and positive race/human relations. The 1995-96 review was consistent with current intent to eliminate multiple requests for schools to provide data beyond the Comprehensive Site Plan, the Program Quality Review (PQR), the Western Association of Schools and Colleges (WASC) Accreditation process, and Integration Review activities. These combined activities provide a comprehensive and timely assessment of a site's progress toward district and integration goals.

Data Collection and Reporting. The Planning, Assessment, and Accountability (PAA) Division provided test results for the Abbreviated Stanford Achievement Test (ASAT) and *Aprenda;* percentile ranks of norm-referenced test results are based on normal curve equivalents (NCEs).

The PAA Division also provided absenteeism, retention, suspension, and report card data. Data for the ASAT Reading Comprehension subtest and for report card grades in Reading, Written Language, and Oral Language represent *native or fluent English language-speaking* students. *Aprenda* data represent students who have limited English proficiency (LEP) and have not yet been reclassified as fluent English speakers; the LEP designation should not be confused with English Language Learners (ELLs), a more inclusive category which may include language-reclassified students.

School Services Division, Area III, provided data on classroom ethnic balance (the annual *Classroom Ethnic Balance Report),* integrated settings for learning, positive race/human relations, parent involvement, and partnership activities. These aspects of a site's integration efforts were also documented to varying degrees in the site's Annual Action Plan.

Limitations of the Study. The findings must be interpreted with tentativeness in recognition of the following methodological issues:

1. The outcome statements under each design task often include a *comparison with data provided by "the previous integration report."* Because the 1995-96 study represents the first year in which the newly adopted reporting design for integration sites was implemented, the study's findings will focus on comparisons (matched data) from the *previous year* where available.

2. Since data for any given school year become available at widely varying times over the course of the school year — and often many months after completion of the school year — the study relies on the *most recent data available.*

3. Although the Integration Review process relies on a standardized format to guide assessment of a site's integration efforts, data collection is typically accomplished by different teams of parent volunteers at each site and can therefore result in somewhat uneven data. It cannot be concluded that an outcome was not achieved where data to substantiate it were simply not available.

4. The report does not intend to assess progress toward the study sites' specific magnet, VEEP, or AEA program goals. Rather, the report provides progress on a broad range of district and integration goals, as reflected in the *Strategic Plan for Integration* and the *Plan to Improve Student Achievement and Organizational Effectiveness.* The identification of such progress should help to determine the impact of integration program funding to support these objectives at the 23 study sites.

Background Information

District Policy. In Spring 1993, the district's Board of Education adopted a *Strategic Plan for Integration* to guide the implementation of all integration programs. The plan's primary goals are:

- To improve student achievement and ensure equitable outcomes among students of all racial and ethnic groups;
- To integrate students to reflect the racial/ethnic balance of the district's student population;
- To provide equitable access to education programs and services for all students; and
- To demonstrate positive race/human relations among students and staff of all racial and ethnic groups.

In June 1993, the Board of Education also approved *A Plan to Improve Student Achievement and Organizational Effectiveness* that included 16 specific expectations for which all schools would be held accountable. The design for reviewing district integration sites incorporates these expectations, along with the goals identified in the *Strategic Plan for Integration.*

Demographic Data. Relevant demographic information about the 23 integration sites is particularly useful in developing a full understanding of the broader context within which the schools cultivate their students (see Table 1). A school's stability rate, for example, indicates the percentage of students who began the school year at the site and who were still enrolled at the same site at the end of the school year. When all district schools are considered, the most recently documented average stability rate was 84.1 percent. As Table 1 indicates, the stability rate at ten of the 23 integration sites fell below the district average.

The mobility index represents the number of times that students either enter or leave a district site during the school year relative to the total number of students enrolled. When all district schools are considered, the most recently documented mobility index was 45.6. The data show that the mobility rate of ten of the 23 integration sites was higher than the district average.

In addition, the percentage of limited English proficient (LEP) students at eight of the 23 integration sites was considerably larger than that districtwide (27.1 percent). At 12 integration sites, the percentage of the population that was eligible for the free or reduced-price lunch program was larger than the districtwide average (56.5 percent).

At a number of study sites, the (1) relatively low stability and (2) high mobility, accompanied by (3) large populations of LEP and (4) economically disadvantaged students, present both administrative and instructional challenges for site staff and may imply considerable *academic* disadvantage for their students. All four of these demographic features are consistent with

eight of the 23 study sites: Balboa, Crown Point, Emerson/Bandini, Kennedy, Logan, Mann, Montgomery, and Crawford. Progress indicators for these sites, in particular, must be reviewed within the context of considerable challenge.

Table 1
DEMOGRAPHIC DATA FOR INTEGRATION STUDY SITES

Site	Site Population[1]	Percent Non-White[1]	Percent LEP[2]	Percent Eligible for Meal Program[2]	Percent Actual Attendance[3]	Stability Rate[2]	Mobility Index[2]
District	131,858	70.2	27.1	59.7	94.5	84.1	45.6
Elementary							
Balboa	1,106	96.0	64.4	97.5	94.3	78.5	67.7
Crown Pt	395	72.9	53.6	83.6	93.1	75.5	63.0
Curie	510	31.6	6.6	17.9	95.9	93.8	9.9
Emers/Band	1,396	88.7	57.2	94.4	93.6	78.6	72.6
Fletcher	343	57.1	10.3	55.6	94.7	85.2	31.4
Hancock	1,025	50.8	3.0	79.7	96.4	74.5	63.5
Holmes	502	24.1	3.8	29.3	95.6	89.0	25.8
Kennedy	1,139	97.0	34.1	94.7	93.4	78.2	72.7
Lee	743	87.6	26.0	63.1	94.6	92.2	22.4
Logan	1,024	98.4	76.1	97.9	93.1	79.0	76.7
Mason	1,085	68.7	18.0	34.9	96.2	87.4	36.9
Perry	580	79.8	15.7	76.2	95.6	76.1	62.6
Ross	513	63.2	19.7	64.2	94.6	86.8	30.3
Sunset Vw	503	36.4	12.2	25.0	95.6	95.6	10.4
Tierrasanta	585	51.1	17.3	35.3	96.0	85.9	34.8
Whitman	478	41.4	10.5	51.0	95.2	89.6	23.3
Junior High and Middle Level							
Correia	1,020	52.9	19.6	49.1	93.6	91.2	17.8
Mann	1,931	90.5	55.7	90.9	94.3	77.9	65.5
Montgmry	380	84.7	43.7	85.4	94.4	83.1	55.4
Muirlands	999	37.8	14.8	26.3	95.9	93.5	14.6
O'Farrell	1,396	90.6	13.6	59.7	95.0	88.3	29.2
Senior High							
Clairemont	1,039	57.2	22.1	47.8	93.0	85.5	26.8
Crawford	1,609	84.3	40.9	72.2	93.9	79.8	50.6

1 Source: *Pupil Racial/Ethnic Census 1995-96*
2 Source: *Report of Students Certified Eligible for Free or Reduced-Price Lunches*, May 1996
3 Source: *School Profiles*, October 1995 (most recent data reflect 1994-95 school year)

Findings

Design Task I: Curriculum, Instruction, Assessment, and Technology
Strategic Plan for Integration Board Goal 1: Improved Student Achievement

OUTCOME: Students will achieve a reading grade of "MR" (moderately experienced reader) or above by grade three (Expectation 1).

June 1996 report card data showed that 81.9 percent of Grade 3 study site students were graded as either "moderately experienced," "experienced," or "exceptionally experienced" readers. Ninety percent or more students achieved a grade of "moderately experienced" or higher at five of the 21 elementary study sites — Crown Point, Curie, Mason, Ross, and Tierrasanta (see Table 2).

Table 2
PERCENTAGE OF GRADE 3 STUDENTS[1] AT STUDY SITES
WHO ACHIEVED A "MR" (MODERATELY EXPERIENCED READER) GRADE OR HIGHER

Site	Percent MR or ↑	Total Number Graded	Site	Percent MR or ↑	Total Number Graded
Balboa	70.8	65	Lee	72.8	92
Crown Point	90.5	21	Logan	69.2	26
Curie	90.5	84	Mason	93.3	119
Emerson/Bandini	74.2	62	Perry	76.7	60
Fletcher	75.0	48	Ross	90.4	52
Hancock	*	*	Sunset View	*	*
Holmes	86.3	80	Tierrasanta	93.8	80
Kennedy	80.9	89	Whitman	64.8	54

[1] These data represent native or fluent English language speakers (n=936).
* The number of students was too small (less than ten) to provide meaningful data, or no data were reported.

Figure 1 provides the rate of reading achievement by major ethnic groups. The data showed that the percentage of students who achieved this reading expectation was highest among Indochinese American students (96.8 percent), followed by Filipino American, White, Asian American, Hispanic American , and African American students. (The number of Indochinese American students was too small to disaggregate by sub-groups.)

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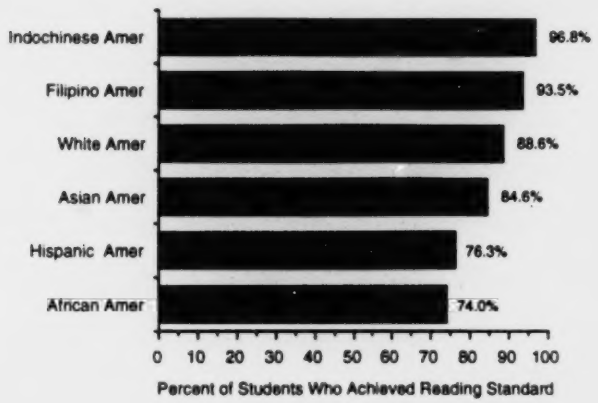

Figure 1. Percent of Grade 3 Study Site Students Who Achieved "Moderately Experienced Reader" Level or Higher, by Ethnicity

Reading grades from the previous year (June 1995) were available for roughly two-thirds (68 percent) of the third-grade students who were included in the data above. Figure 2 shows that, of the Grade 3 students who had achieved the "moderately experienced reader" level or higher *as second graders* the previous year, a decided majority (93.7 percent) maintained that standard on their June 1996 report card. However, it is particularly noteworthy that, among students who had *not* achieved the "moderately experienced reader" level or higher as second graders, almost all (99.7 percent) continued to be unsuccessful in achieving that standard by the end of Grade 3. *Clearly, for this group of study site students, reading success at Grade 2 was predictive of reading success at Grade 3.*

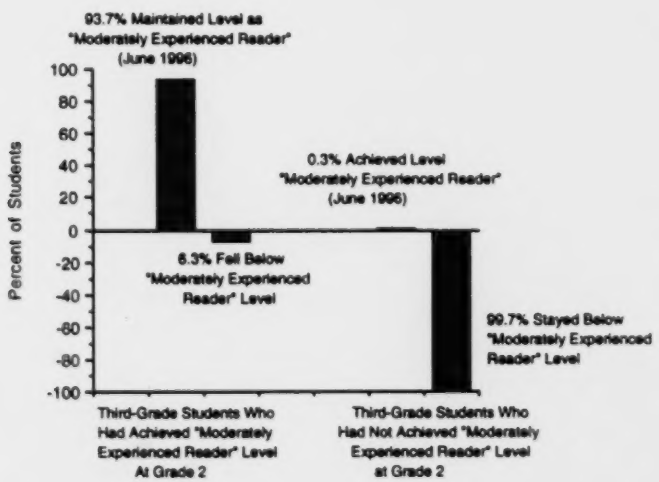

Figure 2. Change in Reading Achievement, 1995 to 1996, for Grade 3 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

OUTCOME: Third-grade students will demonstrate cumulative progress and mastery in reading on district or school-developed performance assessment (Expectation 1).

Individual teachers and, in some cases, individual sites have completed development of performance assessments to measure student reading achievement. Development of *common criteria* to assess districtwide reading mastery at Grade 3, and teacher training to ensure a standardized scoring procedure, will continue during the 1996-97 school year. Staff reports that reading achievement data, based on the reading exhibit of the National Standards literacy portfolio, should be available by the conclusion of the 1996-97 school year.

OUTCOME: The percentage of study site students who have improved their performance on the Reading Comprehension ASAT/Aprenda subtests will increase among all ethnic groups, when compared with data from their previous integration report (Expectation 1).

ASAT Data. ASAT data presented here represent (1) students in Grades 5 and 7 (the grades at which students at *all* sites were tested) and in Grade 10 where available; (2) students who are native or fluent English language speakers; (3) students who were enrolled at the study site by October 1 of the 1995-96 school year; and (4) students for whom both 1995 and 1996 ASAT results were available for comparison.

Among the 2,320 study site students who fit these criteria, slightly more than half (51.4 percent) improved their performance in Reading Comprehension when compared with the previous year. The performance of three percent of the students remained the same, while that of 45.6 percent declined. Table 3 provides the percentage of students at each study site whose performance improved. The findings showed that Perry's fifth-graders were the only group of students for whom the overall improvement rate achieved 80 percent or more.

Table 3
PERCENTAGE OF STUDY SITE STUDENTS
WHO IIMPROVED ASAT READING COMPREHENSION PERFORMANCE[1]

Site	Percent Improved	Total Number Taking Test	Site	Percent Improved	Total Number Taking Test
Grade 5					
Balboa	62.5	32	Lee	57.1	63
Crown Point	39.1	23	Logan	56.3	16
Curie	61.2	67	Mason	52.2	113
Emerson/Bandini	48.4	31	Perry	81.8	22
Fletcher	*	*	Ross	62.8	43
Hancock	55.2	87	Sunset View	44.3	29
Holmes	61.2	49	Tierrasanta	42.0	50
Kennedy	47.6	42	Whitman	55.8	43
Grade 7					
Correia	49.3	227	Muirlands	46.1	228
Mann	55.8	165	O'Farrell	59.9	314
Montgomery	59.3	54			
Grade 10					
Clairemont	37.8	188	Crawford	32.1	168

[1] Data reflect native or fluent English language speakers in Grades 5, 7, or 10 who were enrolled at site as of 10/1/95.
* The number of students was too small (less than ten) to provide meaningful data.

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Figures 3-5 compare the one- and three-year rate of improvement on ASAT Reading Comprehension among major ethnic groups at Grades 5, 7, and 10. (The three-year data represent enrollment at the study site during 1995-96 and *any* district site during 1993-94 and 1994-95.) The findings indicated that the overall rate of improvement was slightly higher at Grade 5 than at Grade 7 and was lowest at Grade 10. In general, study site students showed greater improvement over three years than over a one-year period.

When data for students in Grades 5, 7, and 10 at all 23 study sites were aggregated, the findings showed that the rate of improvement *over the past year* ranged from 48.6 percent for White students to 65.3 percent for Filipino American students; the rate of improvement *over three years* ranged from 51.7 percent for Indochinese Americans to 60.5 percent for Asian Americans. These percentages varied considerably by grade level (see Figures 3-5). (The number of Asian American and Filipino American students at Grade 10 was too small to provide meaningful data; the disaggregation of data by ethnicity *for individual sites* also produced numbers too small to be meaningful.)

The three-year improvement rate for the Grade 5 cohort was particularly high for Asian American students (90 percent) and Indochinese American students (75 percent) (see Figure 3). The African American cohort at Grade 7 also demonstrated a high rate of improvement over three years (70 percent) (see Figure 4).

When ASAT Reading Comprehension results for Indochinese American students in Grades 5, 7, and 10 were combined, the numbers were large enough to disaggregate by sub-groups. The finding showed that the rate of improvement between 1995 and 1996 was highest for Laotian American students (51.7 percent), followed by Vietnamese American students (50.0 percent), and Cambodian American students (45.9 percent); the number of Hmong American students was too small to provide meaningful data.

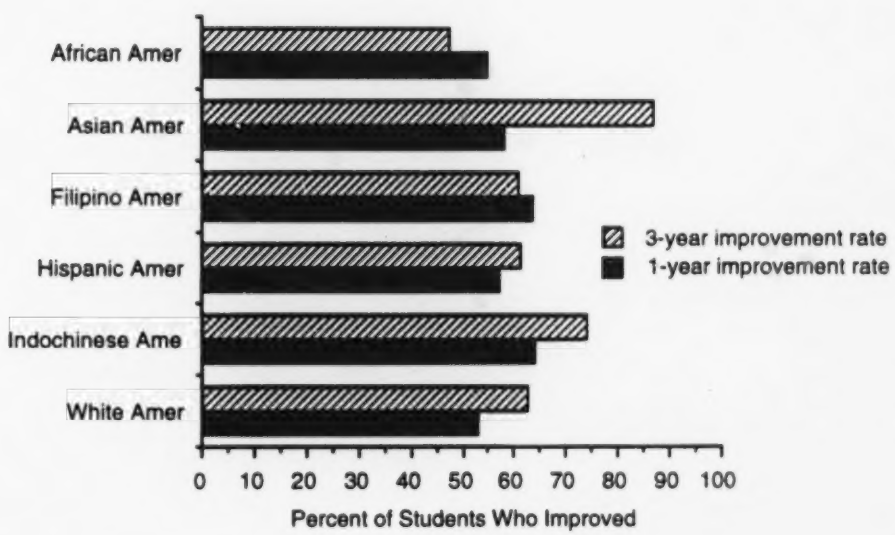

Figure 3. Percent of Grade 5 Study Site Students Who Improved Their Performance on ASAT Reading Comprehension by Ethnicity: One-Year and Three-Year Rate

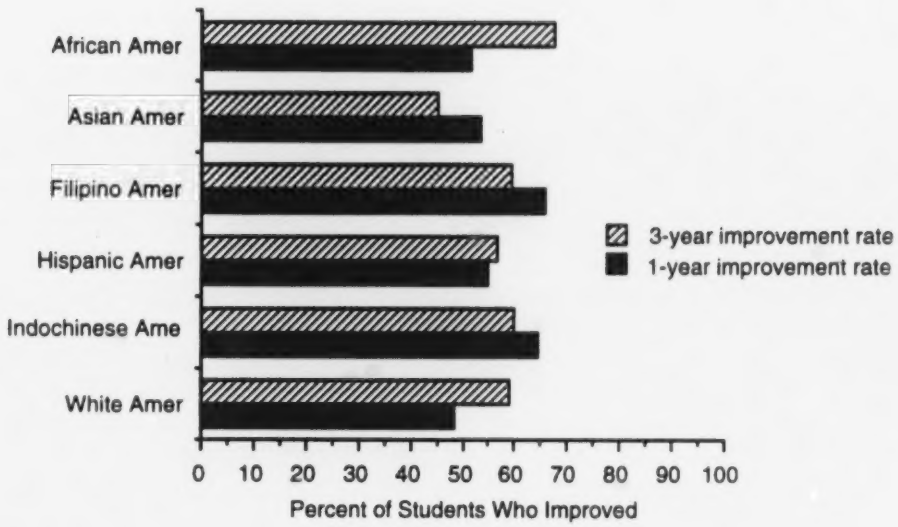

Figure 4. Percent of Grade 7 Study Site Students Who Improved Their Performance on ASAT Reading Comprehension by Ethnicity: One-Year and Three-Year Rate

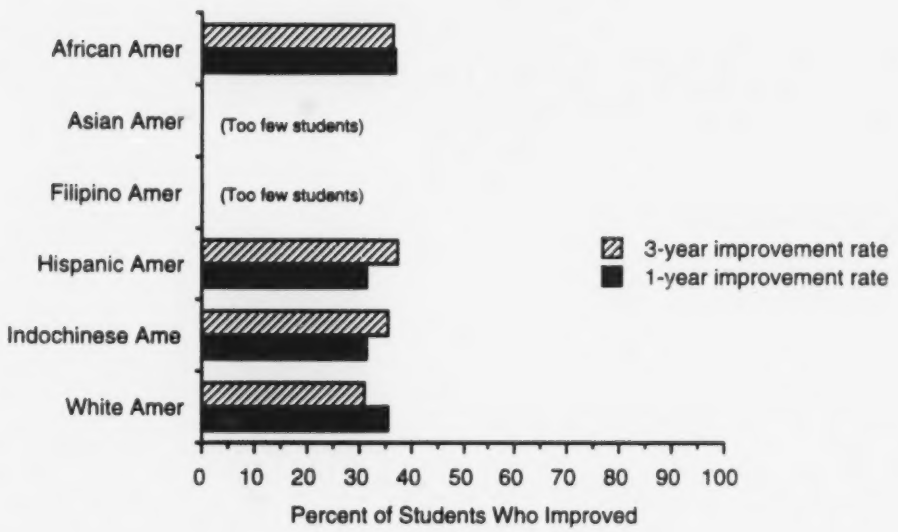

Figure 5. Percent of Grade 10 Study Site Students Who Improved Their Performance on ASAT Reading Comprehension by Ethnicity: One-Year and Three-Year Rate

When mean percentile ranks for Reading Comprehension performance are plotted over a three-year period for major ethnic groups (Figures 6-8), the data demonstrated that *the achievement gap between the performance of African American and Hispanic students and that of other student groups changed little over the past three years.* When African American and Hispanic students were compared with Asian Americans only (i.e., the group achieving the highest overall percentile rank), the achievement gap widened somewhat for the Grade 5 cohort and closed somewhat for the Grade 7 cohort. For the Grade 10 cohort, a decline in performance among all major ethnic groups was noted.

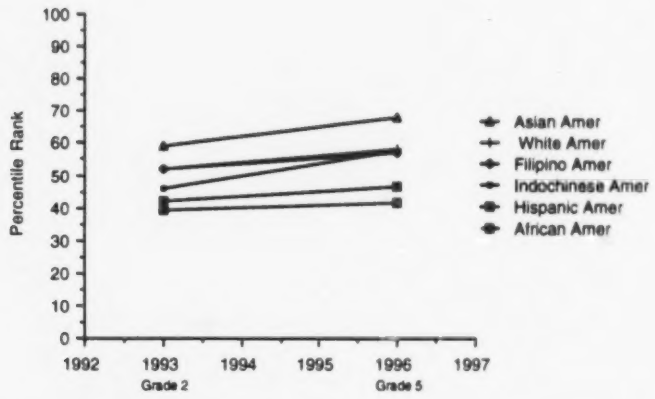

Figure 6. Mean Percentile Rank (based on NCEs) on ASAT Reading Comprehension for Grade 5 Study Site Cohort (n=694): Three-Year Data

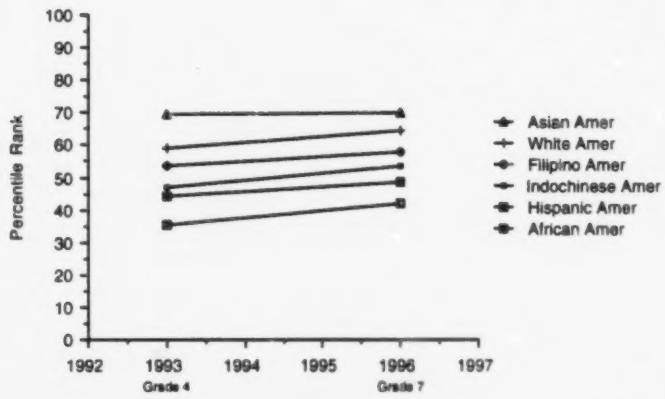

Figure 7. Mean Percentile Rank (based on NCEs) on ASAT Reading Comprehension for Grade 7 Study Site Cohort (n=869): Three-Year Data

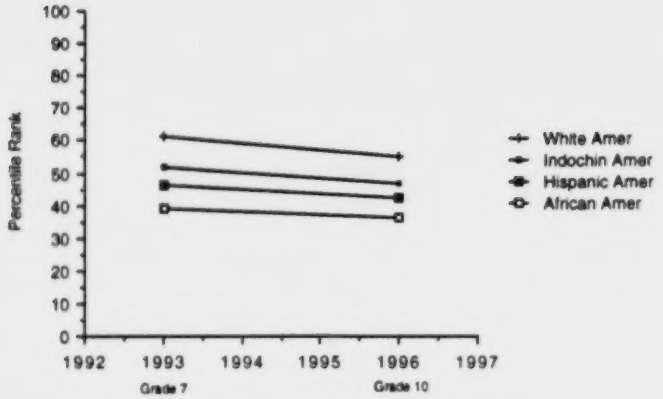

Figure 8. Mean Percentile Rank (based on NCEs) on ASAT Reading Comprehension for Grade 10 Study Site Cohort (n=316): Three-Year Data

Aprenda Data. Data for improved performance on *Aprenda* Reading Comprehension represent (1) students who were not yet classified as fluent English language speakers, (2) students for whom both 1995 and 1996 *Aprenda* results were available, and (3) students who were enrolled at the study site as of October 1, 1995. All 168 students at the 23 study sites *who fit these criteria* were in Grade 5.

Figure 9 shows that 44.6 percent of the students improved their percentile rank in Reading Comprehension when compared with the previous year. The performance of 7.5 percent of the students remained the same, while that of 47.0 percent declined. However, it is important to note that progress over three years revealed a dramatically higher improvement rate (74.0 percent) than that for one year. (The disaggregation of *Aprenda* data *for individual sites* produced numbers too small to be meaningful.)

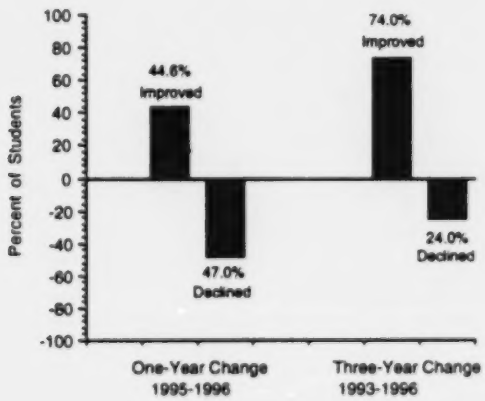

Figure 9. Change in Performance on *Aprenda* Reading Comprehension: for Grade 5 Study Site Cohort (n=168): One- and Three-Year Data

OUTCOME: *Elementary-level students in all ethnic groups in grades 2 and 5 will achieve a "3" grade ("Satisfactory") or above in mathematics (Expectation 2).*

Mathematics data for the 16 elementary study sites indicated that 88.7 percent of students at Grade 2 and 80 percent of students at Grade 5 achieved a "3" ("satisfactory") grade or higher on their June 1996 report cards. Thirteen sites achieved percentages of 80 percent or more for Grade 2 students meeting the math expectation; six sites achieved that rate at Grade 5 (see Table 4).

Table 4
PERCENTAGE OF GRADE 2 AND GRADE 5 STUDY SITE STUDENTS
WHO ACHIEVED A "SATISFACTORY" GRADE ("3") OR HIGHER IN MATHEMATICS

Site	Percent 3 or ↑	Total Number Graded	Site	Percent 3 or ↑	Total Number Graded
Grade 2					
Balboa	72.3	195	Lee	77.8	99
Crown Point	80.7	57	Logan	90.0	150
Curie	96.8	93	Mason	93.3	149
Emerson/Bandini	91.2	215	Perry	81.4	70
Fletcher	92.3	39	Ross	95.6	68
Hancock	88.3	171	Sunset View	•	•
Holmes	94.7	75	Tierrasanta	95.8	96
Kennedy	89.2	186	Whitman	81.1	74
Grade 5					
Balboa	76.1	138	Lee	84.5	103
Crown Point	76.1	67	Logan	77.0	152
Curie	76.9	78	Mason	88.0	166
Emerson/Bandini	83.1	160	Perry	64.3	42
Fletcher	76.7	43	Ross	85.9	64
Hancock	70.1	134	Sunset View	94.8	77
Holmes	71.6	67	Tierrasanta	93.5	93
Kennedy	78.5	163	Whitman	67.6	68

• The number of students was too small (less than ten) to provide meaningful data, or data were not reported.

Figure 10 provides mathematics achievement data by major ethnic groups. The data indicated that the highest rate of achievement was earned by Asian American and Indochinese American students at both grade levels. The success rate was particularly low (68 percent) among African American students at Grade 5. (At both grade levels, the number of Indochinese American students was too small to disaggregate by sub-groups.)

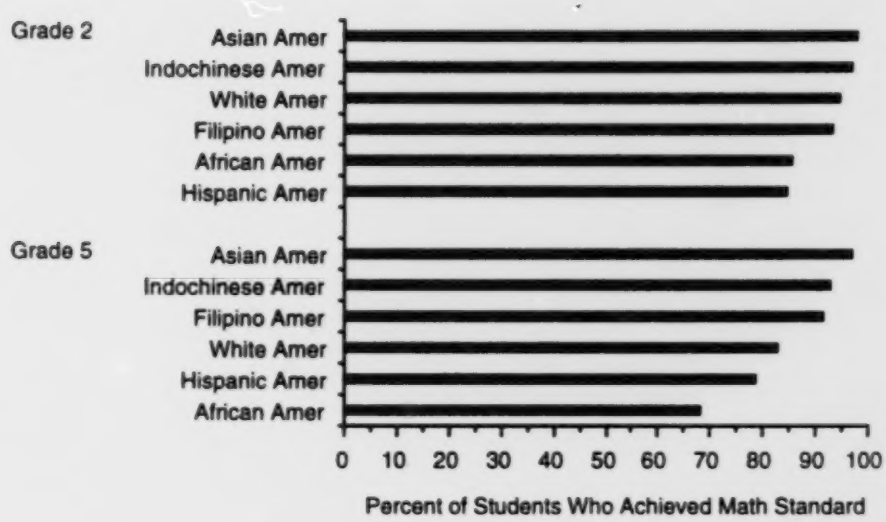

Figure 10. Percent of Grade 2 and Grade 5 Study Site Students Who Achieved "Satisfactory" or Higher Math Grade, by Ethnicity

Figure 11 compares math grades with that of the previous year. The data revealed that, of the Grade 2 students who had achieved a "satisfactory" grade or higher in math *as first graders* the previous year (June 1995), a decided majority (91.8 percent) maintained that level of achievement on their June 1996 report card. Of the Grade 5 students who achieved "satisfactory" or higher math grades the previous year, 88.4 percent prevailed at this level (see Figure 12). However, as noted in the data for reading, a decided majority of second- and fifth-grade students who had *not* achieved a "satisfactory" math grade or higher the previous year continued to be unsuccessful in reaching a satisfactory level of achievement. *For this group of study site students, math success at Grades 1 and 4 (as evidenced by report card grades) was highly predictive of math success at Grades 2 and 5.*

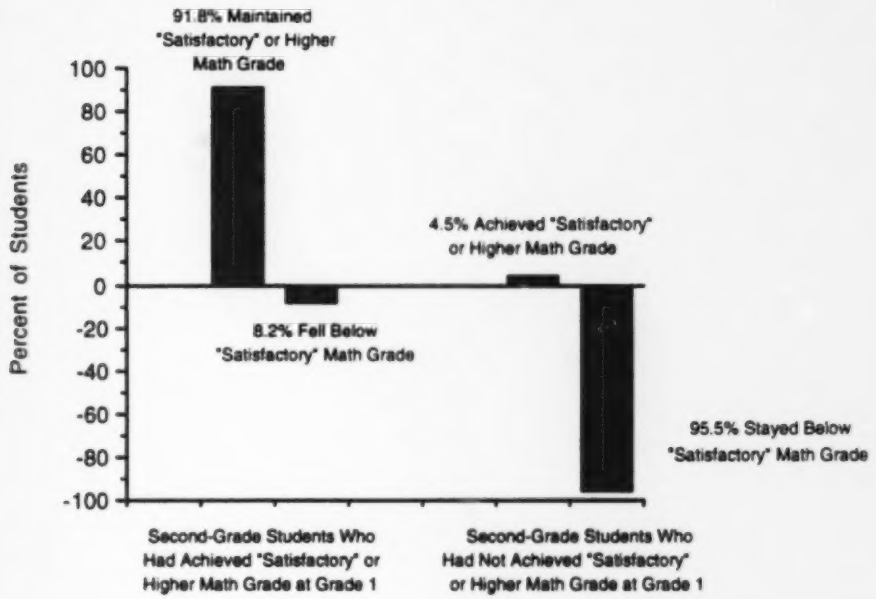

Figure 11. Change in Math Grades, 1995 to 1996, for Grade 2 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

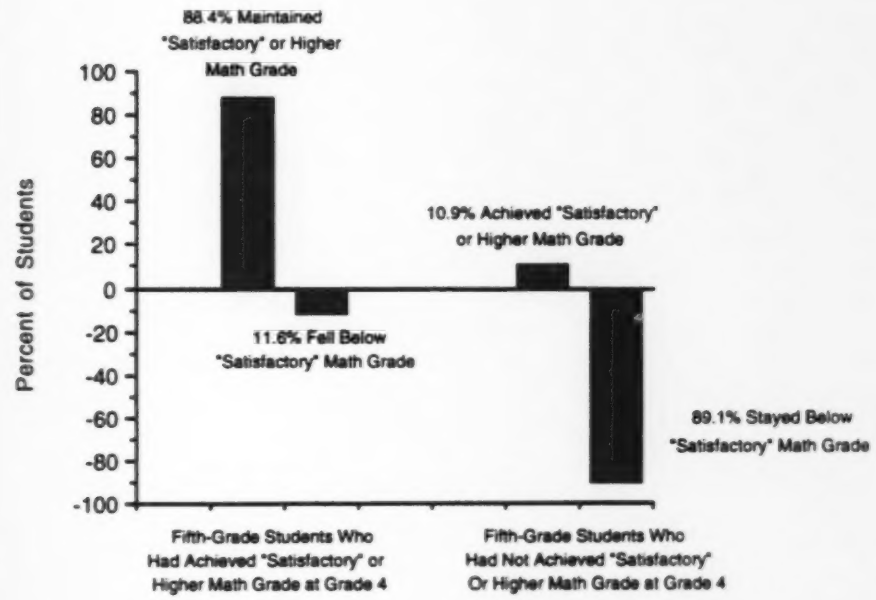

Figure 12. Change in Math Grades, 1995 to 1996, for Grade 5 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

OUTCOME: Students will demonstrate mathematics knowledge and processes on district or school-developed performance assessment (Expectation 2).

Some sites have completed development of a performance assessment or portfolio system to provide evidence of student achievement in mathematics. These data will be included when all study sites have completed their performance assessment systems. As previously noted with regard to performance assessment of reading achievement, the development of a *districtwide* assessment system, based on common criteria, has not been completed. Standards and Assessment staff report that adoption of such a system will also depend on appropriate teacher training; this training will be included in staff development related to the new mathematics textbook adoption.

OUTCOME: The percentage of study site students who have improved their performance in Math Applications on ASAT/Aprenda will increase among all ethnic groups, when compared with data from their previous integration report (Expectation 2).

ASAT Data. ASAT data presented here represent (1) students in Grades 5 and 7 (no data for Grade 10 were reported), (2) students for whom both 1995 and 1996 ASAT results were available for comparison, and (3) students who were enrolled at the study site by October 1 of the 1995-96 school year. Of the 2,082 study site students who fit these criteria, 42.9 percent improved their percentile rank in Math Applications when compared with the previous year — a considerably lower rate of improvement than noted for the Reading Comprehension section of the ASAT (51.4 percent). The performance of 3.3 percent of the students remained the same, while that of 53.8 percent declined. Table 5 provides the percentage of students at each study site whose percentile rank improved. The findings showed that none of the study sites achieved an improvement rate of 80 percent or more in the ASAT Math Applications section.

Table 5
PERCENTAGE OF STUDY SITE STUDENTS
WHO IIMPROVED ASAT MATH APPLICATIONS PERFORMANCE[1]

Site	Percent Improved	Total Number Taking Test	Site	Percent Improved	Total Number Taking Test
Grade 5					
Balboa	36.8	38	Lee	45.6	68
Crown Point	48.0	25	Logan	35.0	20
Curie	50.0	68	Mason	38.8	116
Emerson/Bandini	46.9	32	Perry	29.2	24
Fletcher	*	*	Ross	43.4	53
Hancock	44.8	87	Sunset View	60.7	28
Holmes	45.7	46	Tierrasanta	48.0	50
Kennedy	36.6	41	Whitman	49.0	49
Grade 7					
Correia	37.1	232	Muirlands	40.7	243
Mann	36.6	175	O'Farrell	49.0	361
Montgomery	42.3	71			

[1] Data reflect students who were enrolled at study site as of October 1, 1995.
* The number of students was too small (less than ten) to provide meaningful data.

Figures 13-14 compare the one- and three-year rate of improvement on ASAT Math Applications among major ethnic groups at Grades 5 and 7; no data were reported at Grade 10. When data for study site students in Grades 5 and 7 at all 23 study sites were aggregated, the findings showed that the rate of improvement *over the past year* ranged between 37.5 percent for Asian Americans and 50.0 percent for Filipino Americans. The rate of improvement *over three years* ranged between 32.4 percent for Asian Americans and 49.5 percent for Filipino Americans. (The number of Indochinese American students was too small to disaggregate by sub-groups; the disaggregation of data by ethnicity *for individual sites* also produced numbers too small to be meaningful.)

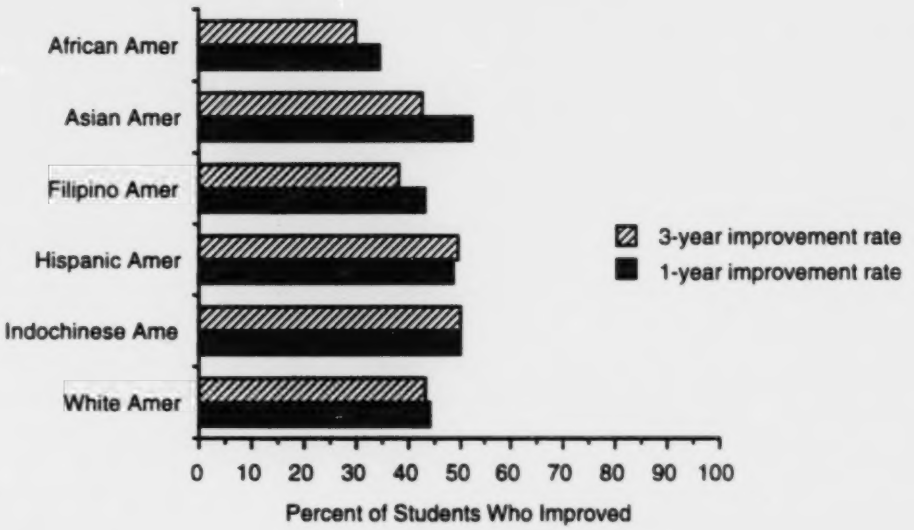

Figure 13. Percent of Grade 5 Study Site Students Who Improved Their Performance on ASAT Math Applications, by Ethnicity: One-Year and Three-Year Rate

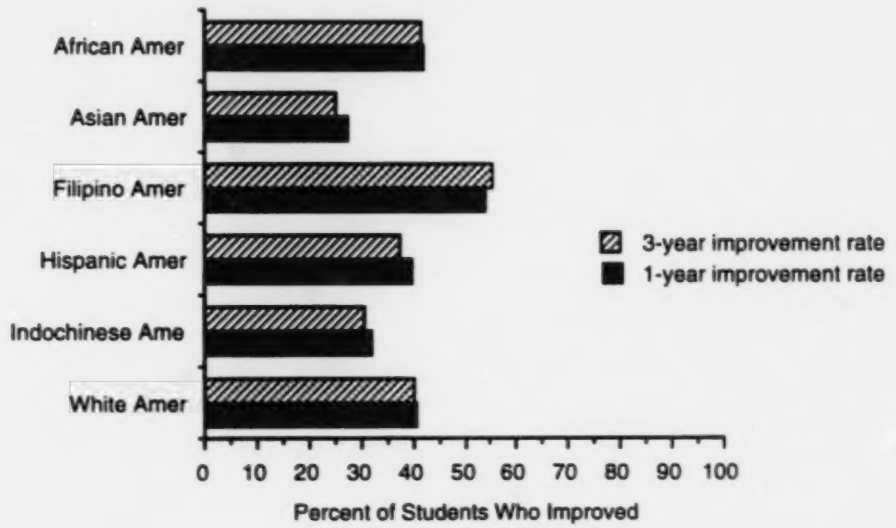

Figure 14. Percent of Grade 7 Study Site Students Who Improved Their Performance on ASAT Math Applications, by Ethnicity: One-Year and Three-Year Rate

Figure 15 provides three-year *matched* data for Grade 5 study site students, disaggregated by major ethnic groups. Study site data revealed that, when measured by ASAT Math Applications, the achievement gap between the performance of African American and Hispanic students and that of other student groups widened considerably for the fifth-grade cohort, as a result of both (1) improved performance by Asian Americans and (2) declining performance by Hispanic and African American students (see Figure 11). African Americans, in particular, fell 10 percentile ranks on average over this three-year period.

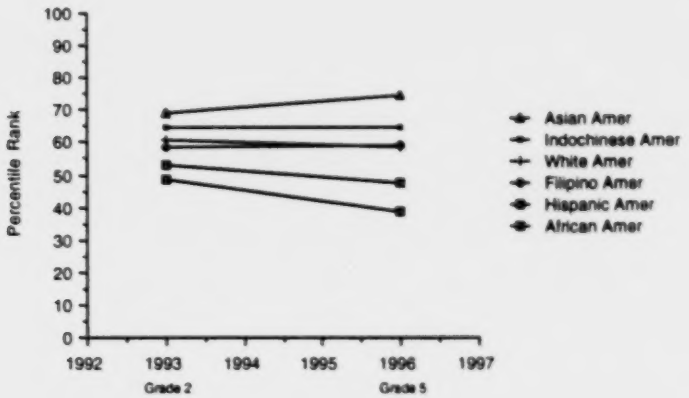

Figure 15. Mean Percentile Rank (based on NCEs) on ASAT Math Applications for Grade 5 Study Site Cohort (n=709): Three-Year Data

Figure 16 provides three-year *matched* data for Grade 7 study site students, disaggregated by major ethnic groups. At this grade level, little change in the achievement gap is noted.

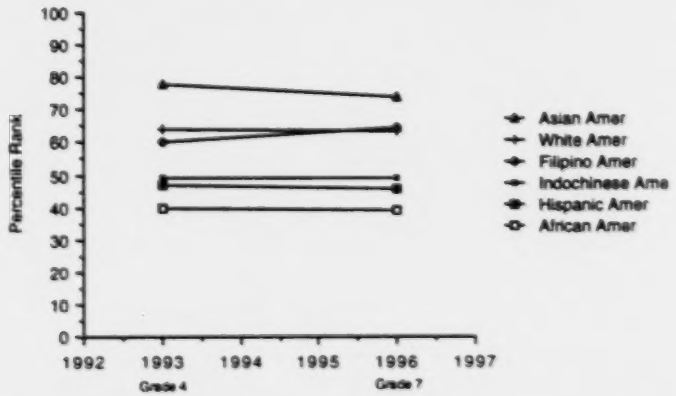

Figure 16. Mean Percentile Rank (based on NCEs) on ASAT Math Applications for Grade 7 Study Site Cohort (n=906): Three-Year Data

Aprenda Data. Data for improved performance on *Aprenda* Math Applications represent (1) students who were *not* yet classified as fluent English language speakers, (2) students for whom both 1995 and 1996 *Aprenda* results were available, and (3) students who were enrolled at the study site as of October 1, 1995. All 168 students at the 23 study sites *who fit these criteria* were in Grade 5.

Figure 17 shows that, of these 168 fifth-grade students, 44 percent improved their percentile rank in Math Applications when compared with the previous year. The performance of 3 percent of the students remained the same, while that of 53 percent declined. However, progress over *three* years revealed a dramatically higher improvement rate than that for one year, as were the findings for the *Aprenda* Reading Comprehension results. (The disaggregation of *Aprenda* data *for individual sites* produced numbers too small to be meaningful.)

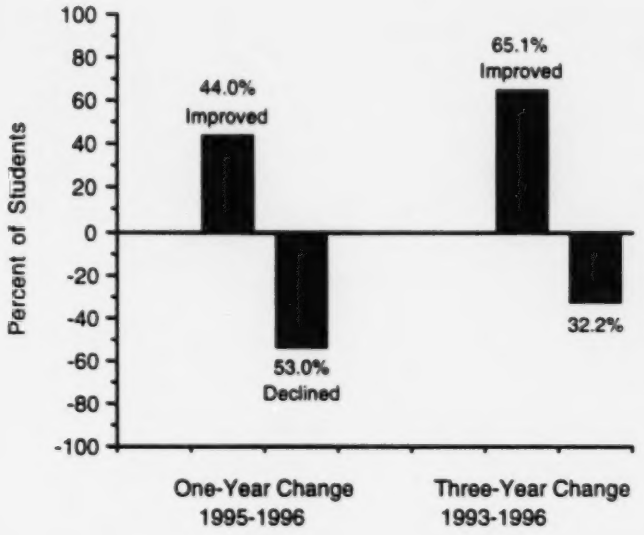

Figure 17. Change in Performance on *Aprenda* Math Applications for Grade 5 Study Site Cohort (n=168): One- and Three-Year Data

OUTCOME: Elementary-level students in all ethnic groups in Grades 2 and 5 will achieve a "3" ("Satisfactory") grade or above in Written and Oral Language (Expectation 3).

June 1996 report card data revealed that 87.5 percent of Grade 2 study site students earned a "satisfactory" grade or higher in Written Language; 96.1 percent achieved that level in Oral Language (see Table 6). At 11 study sites, 80 percent or more of Grade 2 students earned a "satisfactory" grade or higher in both Written and Oral Language.

Table 6
PERCENTAGE OF GRADE 2 STUDY SITE STUDENTS[1]
WHO ACHIEVED A "SATISFACTORY" GRADE OR HIGHER IN WRITTEN AND ORAL LANGUAGE

Site	Percent Written Lang	Percent Oral Lang	Site	Percent Written Lang	Percent Oral Lang
Balboa	74.2	97.0	Lee	81.5	95.3
Crown Point	92.6	100.0	Logan	76.5	94.1
Curie	94.0	95.3	Mason	99.1	93.8
Emerson/Bandini	84.3	94.3	Perry	88.5	94.2
Fletcher	84.8	87.9	Ross	79.6	97.2
Hancock	*	95.8	Sunset View	*	*
Holmes	94.2	100.0	Tierrasanta	95.7	100.0
Kennedy	84.7	99.1	Whitman	83.1	93.8

[1] These data represent native or fluent English language speakers.
* The number of students was too small (less than ten) to provide meaningful data.

At Grade 5, June 1996 report card data showed that 89.7 percent of all study site students earned a "satisfactory" grade or higher in Written Language; 97.3 percent achieved that expectation in Oral Language (see Table 7). At all but one study site, 80 percent or more of Grade 5 students earned a "satisfactory" grade or higher in both Written and Oral Language.

Table 7
PERCENTAGE OF GRADE 5 STUDY SITE STUDENTS[1]
WHO ACHIEVED A "SATISFACTORY" GRADE OR HIGHER IN WRITTEN AND ORAL LANGUAGE

Site	Percent Written Lang	Percent Oral Lang	Site	Percent Written Lang	Percent Oral Lang
Balboa	93.3	100.0	Lee	86.7	98.8
Crown Point	93.5	96.8	Logan	89.7	96.6
Curie	86.8	96.8	Mason	99.3	100.0
Emerson/Bandini	87.7	96.6	Perry	85.3	85.3
Fletcher	89.7	97.4	Ross	97.7	100.0
Hancock	85.7	94.5	Sunset View	94.3	100.0
Holmes	83.1	98.5	Tierrasanta	98.8	100.0
Kennedy	75.0	97.4	Whitman	80.4	93.0

[1] These data represent native or fluent English language speakers.
* The number of students was too small (less than ten) to provide meaningful data, or data were not reported.

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Figure 18 provides the percentage of Grade 2 students in each major ethnic group at the 16 elementary study sites who achieved a "satisfactory" grade or higher in Written and Oral Language. The data indicated that Asian American and Filipino American students earned the highest rate of achievement in Written Language; the rate for Hispanic Americans and African Americans was 15-20 percentage points lower. The rates of achievement in Oral Language were much closer among ethnic groups, ranging from 94.4 percent to 100 percent. Figure 19 provides Written and Oral Language data by ethnicity for fifth-grade study site students; the findings roughly parallel those for Grade 2 students. (The number of Indochinese American students was too small to disaggregate by sub-groups.)

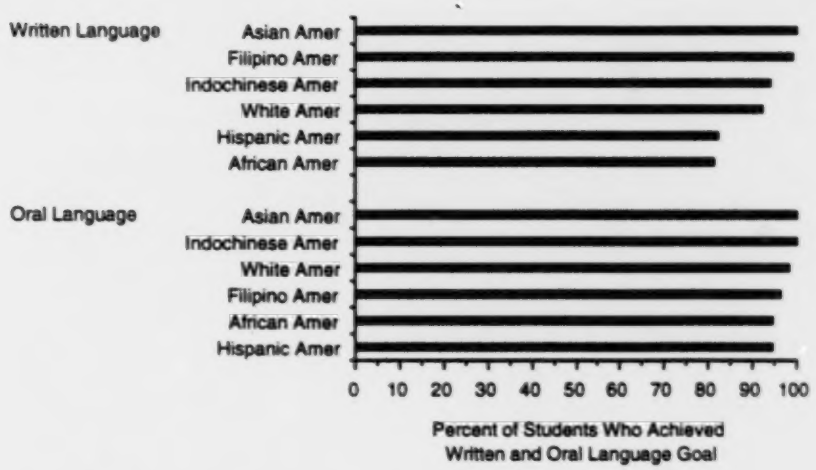

Figure 18. Percent of Grade 2 Study Site Students Who Achieved "Satisfactory" or Higher Grade in Written Language and Oral Language, by Ethnicity

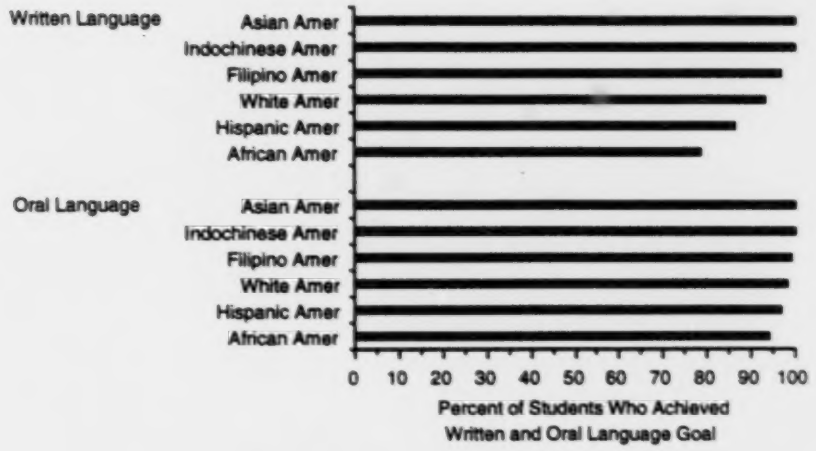

Figure 19. Percent of Grade 5 Study Site Students Who Achieved "Satisfactory" or Higher Grade in Written Language and Oral Language, by Ethnicity

Figures 20 and 21 show the *change* in written and oral language grades for Grade 2 study site students when compared with the previous year. The findings indicated that, of the students who had achieved a "satisfactory" grade or higher in written or oral language *as first graders* the previous year (June 1995), an overwhelming majority (93.8 percent) maintained that level of achievement on their June 1996 report card. Similarly, of the students who had *not* achieved a "satisfactory" grade or higher the previous year, a decided majority (93.8 percent) continued to be unsuccessful in reaching that level of achievement. For this group of study site students, success in written and oral language at Grade 1 (as evidenced by report card grades) were highly predictive of success at Grade 2.

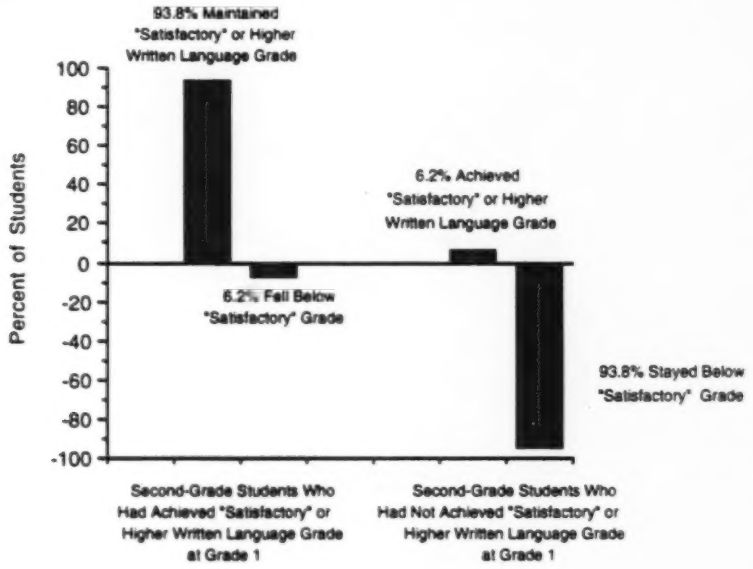

Figure 20. Change in Written Language Grade, 1995 to 1996, for Grade 2 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

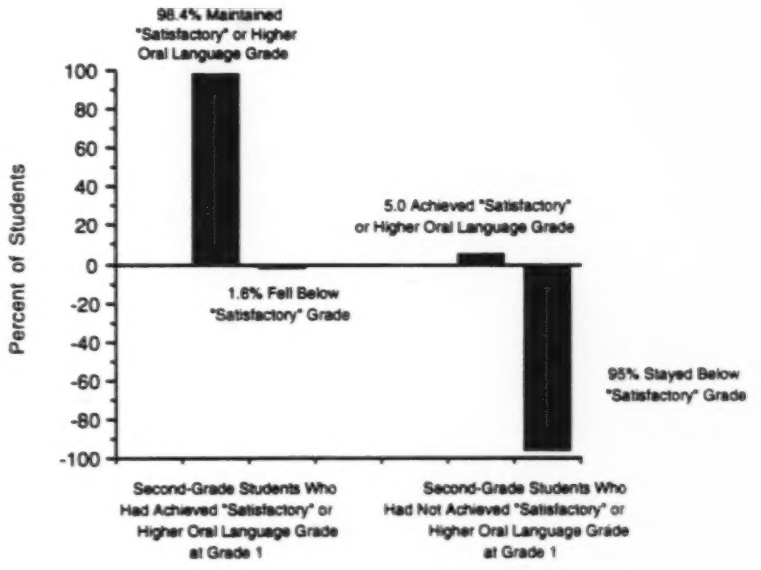

Figure 21. Change in Oral Language Grade, 1995 to 1996, for Grade 2 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

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Figures 22 and 23 provide written and oral language data for Grade 5 study site students. Again at this grade level, *success in written and oral language the previous year was highly predictive.*

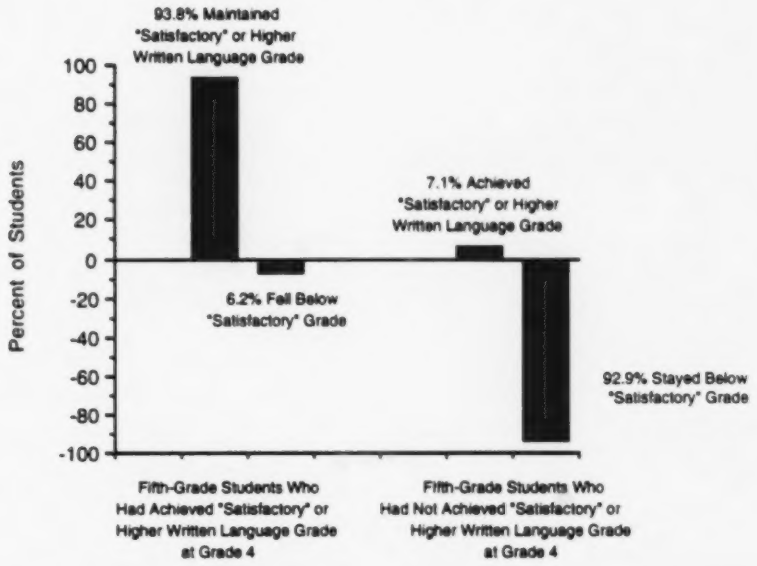

Figure 22. Change in Written Language Grade, 1995 to 1996, for Grade 5 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

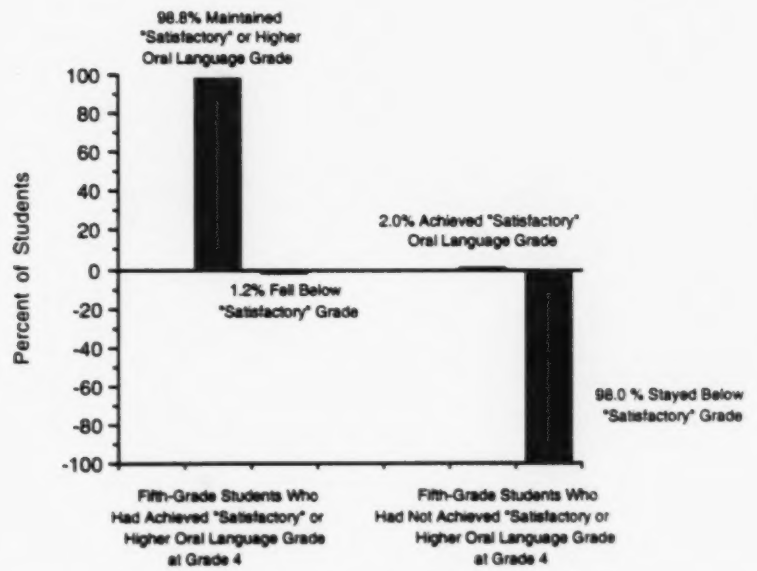

Figure 23. Change in Oral Language Grade, 1995 to 1996, for Grade 5 Study Site Students (Data represent students who were enrolled at study site as of October 1, 1995.)

OUTCOME: *Students will demonstrate growth in written and oral language skills on district or school-developed performance assessment (Expectation 3).*

Some sites have completed development of a performance assessment or portfolio system to provide evidence of student achievement in written and oral language. These data will be included when all study sites have completed their performance assessment systems. As previously noted with regard to performance assessment in other subject areas, the development of a *districtwide* assessment system, based on common criteria, has not been completed.

OUTCOME: *The percentage of study site graduating seniors who meet the University of California entrance requirements will increase among all ethnic groups, when compared with data from the previous integration report (Expectation 6).*

The most recent data for high school students completing UC a-f course requirements were compiled for the 1994-95 school year; data for the 1995-96 school year will be prepared by the 16 Expectations Data Task Force for their February 1997 report. Table 8 shows that the percentage of students completing such requirements at the two high school study sites was lower than that districtwide; however, the rate at both schools increased overall when compared with the previous year. Clairemont's increase of 8.7 percent represented increases among *all* ethnic groups.

Table 8
HIGH SCHOOL STUDY SITE STUDENTS WHO MET COLLEGE ENTRANCE REQUIREMENTS:
UC A-F COURSE COMPLETION

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District	*29.7*	*2.0*	*14.3*	*2.7*	*61.3*	*3.7*	*33.3*	*-4.3*	*13.4*	*1.0*	*37.3*	*7.9*	*40.0*	*2.9*
Clairemont	24.6	8.7	12.5	12.5	60.0	17.1	*	*	8.7	8.7	57.1	12.7	32.8	8.2
Crawford	24.4	2.6	10.0	-2.1	53.8	20.5	*	*	6.5	-4.1	31.6	6.4	32.8	5.8

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

[1] Change in rate when 1994-95 data were compared with previous year
* No data were reported.

OUTCOME: *The percentage of secondary-level study site students who earn a "C" grade or above in core subjects will increase among all ethnic groups, when compared with data from the previous integration report (Expectation 7).*

The most recent data for students who earned a "C" grade or above in their core course work were compiled for the 1994-95 school year; as noted above, data for the 1995-96 school year will be prepared by the 16 Expectations Data Task Force for their February 1997 report. Table 9 shows the percentage of students who attained that goal for each middle-level and high school study site. When compared with the district overall, Muirlands students exceeded the district average in every core subject; Montgomery and Correia students did so in three of the four subjects.

The data demonstrated that the largest overall improvement, when compared with the previous year, occurred at the middle level; a considerable decline is noted at the high school

level. At Correia, Montgomery, and O'Farrell, African American students demonstrated strong gains in all subjects areas. Gains for Asian Americans in all core subjects are also noted at Mann and, at Montgomery, in Math and Social Studies . Filipino American students showed dramatic gains in all subjects at Correia, and in English, Math, and Social Studies at Mann.

Table 9
MIDDLE LEVEL AND HIGH SCHOOL STUDY SITE STUDENTS AT ALL GRADE LEVELS WHO EARNED "C" IN CORE SUBJECTS

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District														
English	77.5	0.4	68.3	-0.6	90.9	0.1	84.6	2.4	68.1	-0.3	85.8	0.9	84.9	1.3
Math	68.1	1.0	56.4	0.8	85.9	-0.8	74.7	2.8	57.7	0.8	80.5	-0.1	76.5	1.5
Science	75.9	1.0	65.8	1.7	89.2	-2.0	79.0	0.8	66.7	2.4	85.5	-0.3	83.8	1.2
Social Studies	77.6	-0.4	68.1	-1.6	90.7	-2.0	83.3	0.7	69.2	-0.5	86.6	0.2	84.9	0.3
Middle Level														
Correia														
English	74.5	-0.3	59.4	10.8	93.3	10.0	88.9	25.3	67.4	-6.4	80.0	-4.5	80.2	0.2
Math	71.7	3.5	56.5	9.4	100	8.3	94.4	26.3	64.8	8.5	93.8	24.5	77.3	-2.3
Science	77.2	6.9	66.7	23.1	100	0.0	90.9	19.5	73.5	5.0	83.0	+	80.0	3.0
Social Studies	78.3	1.0	68.6	13.8	93.3	-6.7	94.4	8.1	73.3	-1.5	80.0	-12.3	82.2	0.8
Mann														
English	73.5	-1.2	57.5	-2.5	90.9	4.2	77.8	19.4	67.1	-0.6	86.9	-0.6	74.8	-4.4
Math	72.1	2.5	63.9	3.4	90.9	15.9	80.0	13.3	62.2	3.3	82.2	-0.2	81.9	9.2
Science	74.4	2.5	62.2	4.1	100	28.6	57.1	-22.9	63.8	-3.6	87.6	4.7	76.5	-0.2
Social Studies	75.4	4.5	61.0	0.6	94.7	19.7	77.8	11.1	67.1	6.4	88.9	7.1	76.6	-1.9
Montgomery														
English	81.6	1.3	75.0	9.0	95.0	-0.2	77.1	-2.9	74.7	4.6	93.1	2.9	76.0	-9.0
Math	77.0	5.5	61.9	3.3	85.0	13.6	84.8	9.2	66.7	7.0	91.9	5.6	71.7	0.3
Science	75.1	-3.5	70.6	23.0	100	0.0	81.3	2.1	57.5	-12.3	88.2	1.1	73.6	-12.9
Social Studies	80.3	6.0	72.5	9.2	100	9.5	82.8	6.3	76.2	11.9	89.3	7.3	73.3	-8.0
Muirlands														
English	83.7	3.7	77.8	-1.2	100	7.1	100	*	60.1	3.9	100	0.0	92.8	1.7
Math	81.2	-2.6	63.2	-10.5	93.8	-2.7	80.0	*	60.8	-6.1	66.7	-33.3	91.0	-1.2
Science	79.1	3.8	64.3	*	83.3	-2.4	*	*	59.3	1.2	80.0	*	90.4	8.4
Social Studies	84.2	1.2	89.5	10.5	100	3.6	60.0	*	66.3	3.1	83.3	3.3	91.5	-1.1
O'Farrell														
English	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Math	100	2.7	100	10.0	*	*	100	0.0	*	*	*	*	*	*
Science	100	2.6	100	8.3	*	*	100	0.0	*	*	100	*	100	*
Social Studies	*	*	*	*	*	*	*	*	*	*	*	*	*	*
High School														
Clairemont														
English	66.8	-6.9	52.3	-26.5	95.2	3.9	81.8	10.4	60.3	-8.5	78.0	0.6	71.9	-4.8
Math	56.3	-9.1	36.6	-25.2	84.2	-2.2	90.0	-10.0	45.4	-8.8	68.4	-18.2	66.1	-6.5
Science	69.7	-0.3	59.1	-13.6	78.6	-14.3	*	*	61.8	-3.4	62.5	-11.4	77.2	6.0
Social Studies	75.6	5.1	62.5	-15.8	100	0.0	81.8	24.7	70.8	4.6	76.3	-13.2	81.2	10.5
Crawford														
English	69.1	1.6	62.6	-1.3	78.9	-5.1	78.6	11.9	56.3	3.5	78.8	4.5	76.2	2.2
Math	55.3	-2.7	39.5	-4.2	62.1	-11.7	64.3	-10.7	39.6	-7.6	72.3	-1.7	65.8	8.6
Science	69.7	-7.1	58.6	-6.4	75.0	-9.4	76.9	10.3	56.5	-9.5	80.1	-9.2	77.5	1.0
Social Studies	64.0	-7.6	53.9	-13.8	86.2	-0.3	50.0	-40.0	54.4	0.2	77.1	-6.5	68.5	-7.4

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

[1] Change in rate when 1994-95 data were compared with previous year
* No data were reported

OUTCOME: *The percentage of study site graduating seniors who are prepared for making the transition from school to work will increase among all ethnic groups, when compared with data from their previous integration report (Expectation 12).*

The annual Career Path Enrollment/Completor History Report, prepared by the School-to-Work Transition Program, provides the number of students who have demonstrated an appropriate level of skills and readiness for the transition from school to work. The August 1996 report indicated that 39 students at Clairemont and 68 students at Crawford completed their school-to-work sequence. The report did not indicate how many of the students were graduating seniors, nor what percentage of the site total they represent. However, staff noted that such information will be available in late Fall 1996 when graduation data are combined with career path "completor" histories.

Design Task II: Standards and Accountability
Strategic Plan for Integration Board Goal II: Equal Access and Opportunity

OUTCOME: *Student absences and nonapportioned absences will decline among all ethnic groups at study sites, when compared with data from their previous integration report (Expectation 4).*

The *16 Expectations Performance Indicators: Districtwide Year to Year Comparison Report* (February 1996) provided the most recently compiled data for attendance. The data indicated that the attendance rates at the study sites (and districtwide) changed little over the two most recent years of comparison, 1994-95 and 1993-94. Table 10 shows that, when compared with the previous year, the attendance rate either stayed the same or improved slightly at eight schools and declined slightly at the other 15 sites. The data also indicated that the rate at 12 study sites slightly exceeded that of the district average (94.5); 11 sites fell slightly below that average.

A decline in attendance of one percent or more occurred at only two study sites: Logan (-1.3) and Ross (-1.0). The only groups for whom attendance rates fell below 90 percent were African Americans at Crown Point and Logan, and Filipino Americans at Montgomery.

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Table 10
ATTENDANCE RATES FOR STUDY SITE STUDENTS

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District (All Grades	*94.3*	*-0.3*	*92.6*	*-0.6*	*97.1*	*-0.3*	*96.6*	*-0.3*	*93.3*	*-0.3*	*97.1*	*-0.2*	*94.7*	*-0.1*
Elementary Sites														
Balboa	93.3	-0.9	90.4	-2.0	*	*	92.7	-3.0	93.7	-0.8	98.7	0.8	90.4	-1.9
Crown Point	93.4	0.0	88.8	-3.6	96.0	3.4	*	*	94.0	0.3	99.1	*	91.8	-1.2
Curie	95.6	-0.6	94.1	1.7	97.4	-1.1	96.5	1.8	93.5	-1.5	*	*	95.7	-0.8
Emerson/Band	93.0	-0.7	91.2	-0.6	*	*	*	*	93.3	-0.7	*	*	92.8	-0.9
Fletcher	94.8	-0.6	94.9	0.1	95.4	2.2	96.0	1.7	94.3	-1.2	97.9	-0.2	94.2	-1.1
Hancock	96.0	-0.4	96.3	-0.8	97.6	4.3	96.8	-0.9	94.8	-0.9	*	*	95.9	0.0
Holmes	95.0	0.3	91.7	-3.1	97.9	2.0	98.1	*	93.5	1.2	99.5	1.2	95.3	0.3
Kennedy	93.4	0.4	93.0	0.7	92.4	-3.3	96.5	1.0	93.3	0.0	97.2	1.9	92.8	2.0
Lee	94.6	0.5	95.1	0.4	94.2	0.9	96.9	0.7	93.7	0.8	96.7	-0.4	94.7	0.2
Logan	91.8	-1.3	88.0	-1.0	*	*	*	*	92.1	-1.3	97.5	4.2	91.2	-3.0
Mason	96.0	-0.5	93.8	-0.8	97.9	-0.4	97.1	-0.3	95.9	0.1	97.1	0.2	94.6	-1.2
Perry	95.4	-0.2	94.0	-1.4	98.3	-0.4	97.3	0.4	93.7	-0.4			94.8	0.9
Ross	94.0	-1.0	92.3	-1.5	97.7	0.5	96.2	2.4	92.0	-1.5	96.5	-0.8	93.3	-1.1
Sunset View	95.3	-0.5	95.5	0.3	97.2	-0.5	94.8	0.9	94.2	-1.0	97.2	-0.4	95.5	-0.6
Tierrasanta	96.1	-0.4	95.9	0.7	97.0	-1.3	96.5	0.3	94.5	-0.2	97.0	0.8	96.7	-0.5
Whitman	95.3	0.5	94.2	1.1	97.9	-0.2	95.7	-1.6	92.8	1.3	98.0	0.2	95.9	0.3
Junior/Middle-Level Sites														
Correia	93.4	0.4	92.7	0.0	97.6	-1.2	97.9	0.7	93.4	0.8	97.7	4.1	93.2	0.2
Mann	93.6	0.2	91.6	-0.4	98.3	3.8	93.8	1.7	91.9	0.2	97.5	0.2	90.8	-0.2
Montgomery	94.1	-0.6	91.2	-0.9	97.3	-0.6	89.7	-7.1	93.9	-0.5	97.2	0.2	92.1	-0.6
Muirlands	96.1	0.5	93.8	-1.6	98.0	-0.7	94.5	3.9	95.0	0.1	98.5	-0.6	96.6	0.8
O'Farrell	95.0	-0.7	93.7	-1.2	98.5	2.3	97.7	0.1	92.7	-1.3	97.6	0.0	94.0	-0.2
Senior High Sites														
Clairemont	92.8	-0.2	90.5	-2.0	96.7	-1.9	95.9	-0.5	91.5	-0.7	94.1	0.1	93.9	0.6
Crawford	94.2	-0.3	92.5	-0.8	96.2	-1.0	92.4	-2.1	92.7	0.0	96.8	-0.1	94.4	-0.1

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

[1] Change in rate when 1994-95 data were compared with previous year
* No data were reported

OUTCOME: Student suspensions and expulsions will decline among all ethnic groups at study sites, when compared with data from their previous integration report (Expectation 5).

The *16 Expectations Performance Indicators: Districtwide Year to Year Comparison Report* indicated that the rate of suspensions (i.e., the number of incidents of suspensions relative to the student population) at the 16 elementary study sites ranged from 0.2 percent at Curie to 7.8 at Emerson/Bandini. When compared with the previous year, the suspension rate increased somewhat at 13 of the 16 sites.

Table 11 focuses on the seven middle-level and high school study sites. As expected, the suspension rate at the middle-level and high school study sites was considerably higher than at the elementary level, ranging between 15 and 20 percent. One notable exception was Mann Middle School where the suspension rate was held to a comparatively low 7.4 percent, down 1.6 percent from the previous year. Muirlands and Montgomery also demonstrated lower suspension rates when compared with the previous year, while the rates of other secondary-level study sites increased somewhat. Correia's suspension rate was highest among the seven secondary-level study sites, with particularly high rates among African American students.

Table 11
SUSPENSION RATES FOR JUNIOR/MIDDLE-LEVEL AND HIGH SCHOOL STUDY SITES

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District (All Grades)	*7.9*	*0.4*	*15.4*	*1.2*	*2.7*	*1.0*	*3.6*	*0.1*	*8.3*	*-0.1*	*5.4*	*0.6*	*5.3*	*0.1*
Junior/Middle-Level Sites														
Correia	27.1	0.4	74.7	17.2	6.7	6.7	27.3	12.5	28.8	-2.7	6.7	-1.0	20.8	1.1
Mann	**7.4**	**-1.6**	**16.3**	**0.8**	**2.2**	**-0.5**	**0.0**	**-38.5**	**7.7**	**0.2**	**3.0**	**-3.9**	**2.0**	**-5.0**
Montgomery	21.0	-3.6	36.2	-5.5	4.5	4.5	28.1	11.8	24.9	-0.7	12.4	-8.8	22.8	-2.0
Muirlands	**15.4**	**-7.1**	**34.5**	**-17.2**	**2.3**	**2.3**	**60.0**	**60.0**	**30.2**	**-16.5**	**18.2**	**1.5**	**7.1**	**-2.9**
O'Farrell	15.1	2.7	26.3	2.5	16.7	4.2	3.3	0.8	18.4	4.3	10.6	6.3	13.2	7.5
Senior High Sites														
Clairemont	**16.6**	**0.3**	**30.0**	**7.8**	**14.3**	**14.3**	**21.4**	**12.3**	**21.9**	**-0.8**	**19.6**	**12.1**	**7.8**	**-2.7**
Crawford	17.4	6.4	27.9	5.5	4.7	2.6	15.0	10.2	18.5	5.5	12.5	8.0	10.8	2.8

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

[1] Change in rate when 1994-95 data were compared with previous year

One elementary and six of the seven secondary-level study sites reported expulsions, ranging from one to six expelled students per site. When compared with the previous year, the numbers represented a decrease of six students at Montgomery and four students at both Correia and Mann; no increases were noted.

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OUTCOME: Student dropouts and retentions will decline among all ethnic groups at study sites, when compared with data from the previous integration report (Expectation 8).

The *16 Expectations Performance Indicators: Districtwide Year to Year Comparison* report showed that, when compared with the previous year, the overall dropout rate for district high schools during 1994-95 declined by 2.1 percent. Table 12 shows that one of the two high school study sites, Clairemont, demonstrated a notable decline in their dropout rate (6.8 percent); Crawford's rate increased by 1.1 percent.

Table 12
DROUPOUT RATES FOR JUNIOR/MIDDLE-LEVEL AND HIGH SCHOOL STUDY SITES

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District (All Grades)	*14.1*	*-2.1*	*15.7*	*-2.1*	*4.9*	*-1.0*	*11.2*	*-0.9*	*22.1*	*-4.4*	*12.4*	*2.7*	*8.4*	*-2.1*
Clairemont	6.8	-6.8	0.0	-10.0	*	*	*	*	12.2	-3.3	5.0	5.0	3.1	-11.2
Crawford	22.7	1.1	19.9	-7.9	12.5	5.4	*	*	34.0	0.7	20.7	5.5	15.3	4.5

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

[1] Change in rate when 1994-95 data were compared with previous year
* No data were included in more recent report.

From the same report, data for secondary-level schools showed a slight increase districtwide of 0.3 percent in students being retained at grade level. When compared with the previous year, the 1994-95 retention rate at the seven secondary-level study sites changed little. The rates ranged from a decline of 0.6 percent at Montgomery to an increase of 1.1 percent at O'Farrell.

OUTCOME: Students will complete elementary and middle-level schooling at the appropriate age (Expectation 9).

The most recent data for timely completion of elementary and middle-level education were compiled for the 1994-95 school year. When compared with the previous year, the data indicated that 13 of the 23 study sites reflected an increase in the percentage of students who completed their education at the appropriate age (Table 13). An increase — in *all* reported ethnic categories — in the percentage of students who completed their education at the appropriate age was noted at six elementary study sites: Balboa, Emerson/Bandini, Kennedy, Lee, Logan, and Ross.

Table 13
TIMELY COMPLETION OF EDUCATION BY STUDY SITE STUDENTS: GRADES K-5 AND 6-8

Site	All Groups		African American		Asian American		Filipino American		Hispanic American		Indochinese American		White American	
	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]	Rate	Chg[1]
District	*89.5*	*4.0*	*87.3*	*5.2*	*95.9*	*4.7*	*95.5*	*2.2*	*85.0*	*6.1*	*93.4*	*5.4*	*92.3*	*2.3*
Elementary: Grades K-5														
Balboa	81.8	5.1	81.3	*	*	*	*	*	81.1	5.8	*	*	*	*
Crown Point	74.8	-3.8	*	*	*	*	*	*	62.5	-14.9	*	*	87.5	8.3
Curie	90.2	0.1	*	*	100	11.1	*	*	*	*	*	*	94.7	-1.0
Emerson/Bandini	81.1	12.5	78.4	18.4	*	*	*	*	80.3	9.5	*	*	92.3	34.0
Fletcher	84.0	-6.6	*	*	*	*	*	*	*	*	*	*	85.8	-6.2
Hancock	94.8	5.2	100	8.8	*	*	86.7	-5.3	100	20.0	*	*	92.6	3.9
Holmes	95.5	-1.7	*	*	*	*	*	*	*	*	*	*	94.3	-3.7
Kennedy	89.1	12.7	92.8	16.4	*	*	*	*	80.5	7.9	*	*	*	*
Lee	89.4	0.4	100		*	*	100	0.0	82.3	-5.9	*	*	100	22.8
Logan	93.1	12.1	87.3	5.7	*	*	*	*	93.9	13.3	*	*	*	*
Mason	87.3	6.6	92.3	22.3	87.5	14.8	100	9.1	80.8	-9.2	76.8	7.2	82.5	2.0
Perry	87.1	0.8	96.4	-3.6	*	*	84.7	-2.6	87.5	0.0	*	*	84.7	6.0
Ross	90.7	10.1	*	*	*	*	*	*	*	*	80.2	3.2	96.0	9.0
Sunset View	92.1	-1.1	*	*	*	*	*	*	90.0	7.4	*	*	95.1	-2.3
Tierrasanta	95.0	0.9	100	*	100	0.0	*	*	80.8	-2.0	100	*	96.1	1.0
Whitman	81.5	-11.3	*	*	*	*	*	*	70.0	*	*	*	82.9	-6.9
Junior/Middle Level: Grades 6-8														
Correia[2]	97.5	-0.2	96.8	2.5	100	*	100	0.0	95.8	-3.0	100	*	98.2	1.1
Mann	96.2	1.7	91.7	-2.9	100	0.0	87.5	*	96.2	5.4	99.5	0.6	94.6	3.6
Montgomery[2]	96.2	-2.6	94.4	7.4	100	*	100	0.0	93.6	-4.9	100	0.0	93.0	-7.0
Muirlands	97.5	-1.8	100	*	100	0.0	*	*	94.3	-3.3	*	*	93.8	-6.2
O'Farrell	98.3	0.1	98.8	1.6	*	*	100	0.0	95.6	-0.3	100	5.6	93.8	-6.2

Source of data: *16 Expectations Performance Indicators: Districtwide Year to Year Comparison, February 1996*

1 Change in rate when 1994-95 data were compared with previous year
2 Rates are for grades 7-8.
* No data were included in most recent report.

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OUTCOME: Classroom enrollments will generally reflect the ethnic composition of the school (Expectation 16).

The annual report to provide classroom ethnic composition at all district sites was delayed this year as the district waited for direction from the court following the rescinding of the court order; the report for the 1995-96 school year will be completed later in Fall 1996. Table 14 provides classroom composition for the previous four school years, 1991-92 through 1994-95.

The data indicate that, overall, roughly 95 percent of study site classrooms have reflected ethnic balance during this period of time. The allowable range for classroom ethnic balance is defined as plus or minus 20 percent of a site's White student enrollment.

Table 14
NUMBER OF STUDY SITE CLASSROOMS WITHIN ETHNIC BALANCE*:
1991/92 - 1994/95

Site	1994-95 (Semester 2)	1993-94 (Semester 2)	1992-93 (Semester 2)	1991-92 (Semester 2)
Elementary Sites				
Balboa	40/41	34/34	39/41	39/41
Crown Point	12/16	9/12	5/10	9/9
Curie	20/20	19/19	19/19	19/19
Emerson/Band	45/50	43/46	41/42	37/38
Fletcher	14/14	15/15	14/14	16/16
Hancock	34/34	32/32	30/30	31/31
Holmes	20/20	19/20	19/19	18/18
Kennedy	44/44	40/40	41/41	39/39
Lee	28/28	26/27	25/26	24/25
Logan	36/37	36/36	37/37	36/36
Mason	36/38	33/36	37/38	38/38
Perry	23/23	21/21	22/22	24/25
Ross	18/19	19/19	20/20	20/20
Sunset View	18/18	17/17	17/17	17/17
Tierrasanta	22/22	25/26	28/28	27/27
Whitman	17/18	16/16	16/16	16/16
Junior/Middle-Level Sites				
Correia	176/205	165/199	174/212	188/208
Mann	596/601	516/532	478/497	424/445
Montgomery	161/169	172/172	166/174	177/180
Muirlands	219/247	213/237	190/225	180/210
O'Farrell	562/562	583/583	559/560	307/307
Senior High Sites				
Clairemont	294/308	282/302	292/305	201/213
Crawford	406/407	413/422	411/415	413/421

* Plus or minus 20 percent of a site's White student enrollment

Design Task III: Health and Human Services
Strategic Plan for Integration Board Goal III: Integrated Settings for Learning

Please see *Other Outcome Measures* on page 34.

Design Task IV: Public Support and Engagement
Strategic Plan for Integration Board Goal IV: Positive Race/Human Relations

OUTCOME: The percentage of parents who are satisfied with the study site will increase among all ethnic groups, when compared with data from their previous integration report (Expectation 11).

Responses to a parent survey conducted during late Fall 1995 demonstrated that, when all ethnic groups were combined, 91 percent of district parents reported being "satisfied" or "very satisfied" with the school. Table 15 compares the percent of study site parents who reported being "satisfied" or "very satisfied" with that for the previous year (Fall 1994). The data showed that the percentage of satisfied parents either *remained the same or increased* at 17 of the 23 study sites. The rate of parent satisfaction declined at only five sites, of which three were secondary-level.

The number of respondents was too small to permit a breakdown by study site and ethnicity. Overall, however, the rate of satisfaction was lower for African American and White parents than that for other groups.

Table 15
PERCENT OF PARENTS WHO WERE SATISFIED/VERY SATISFIED WITH STUDY SITE

Site	1994-95 (%)	1995-96 (%)	Site	1994-95 (%)	1995-96 (%)
Elementary					
Balboa	92	90	Lee	90	94
Crown Point	89	87	Logan	88	95
Curie	96	96	Mason	89	96
Emerson/Bandini	93	93	Perry	86	91
Fletcher	86	92	Ross	90	97
Hancock	86	88	Sunset View	97	98
Holmes	79	98	Tierrasanta	91	98
Kennedy	89	95	Whitman	87	87
Secondary					
Correia	83	81	O'Farrell	93	87
Mann	79	88			
Montgomery	75	85	Clairemont	90	84
Muirlands	92	96	Crawford	85	90

Source of data: *Report of 1994 Survey of Parent Satisfaction and Report of 1995 Survey of Parent Satisfaction*

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OUTCOME: Parents and other community members who participate on the governance team or other study site activities will more broadly represent the cultural diversity of the school's population, when compared with data from their previous integration report (Expectation 13).

Table 16 provides ethnic representation on the study sites' Governance Teams/School Site Councils during the 1995-96 school year. A "Yes" indicates that, where students in any given ethnic group represented ten percent or more of the population, the study site had parent representation on these governing bodies. In the "VEEP or Magnet" column, the table also shows whether the sites' non-resident parents had governance representation. The data demonstrated that, at 14 of 23 sites, Governance Teams/School Site Councils were comprised of every ethnic group where they represented ten percent or more of the site's student population. (Smaller student groups comprising only *five* percent of the student population were represented by parents on many governing bodies.) Non-resident parent representation, however, was missing at 14 of the 22 sites offering VEEP or magnet programs.

Table 16
ETHNIC AND NON-RESIDENT REPRESENTATION[1]
ON STUDY SITES' GOVERNANCE TEAMS/SCHOOL SITE COUNCILS

School	African American	Asian American	Filipino American	Hispanic American	Indochin American	White American	Other	VEEP or Magnet
Balboa	*	*	*	Yes	*	*	*	Yes
Clairemont	*	*	*	Yes	*	Yes	*	Yes
Correia	*	*	*	Yes	*	Yes		Yes
Crawford	Yes	*	*	Yes	No	Yes	*	No
Crown Point	*	*	*	Yes	*	Yes	*	No
Curie	*	*	*	No	*	Yes	*	No
Emerson-Bandini	Yes	*	*	Yes	*	Yes	*	Yes
Fletcher	Yes	*	*	Yes	No	Yes	*	Yes
Hancock	Yes	*	*	Yes	No	Yes	*	**
Holmes	*	*	*	No	*	Yes	*	No
Kennedy	Yes	*	*	Yes	*	*	*	No
Lee	Yes	*	Yes	Yes	*	Yes	*	No
Logan	*	*	*	Yes	*	*	*	Yes
Mann	Yes	*	*	No	Yes	Yes	*	No
Mason	*	*	Yes	Yes	No	Yes	*	No
Montgomery	*	*	*	Yes	Yes	Yes	*	No
Muirlands	*	*	*	Yes	*	Yes	*	Yes
O'Farrell	Yes	*	No	Yes	*	*	*	No
Perry	Yes	*	Yes	Yes	*	Yes	*	No
Ross	Yes	*	*	Yes	Yes	Yes	*	No
Sunset View	No	*	*	Yes	*	Yes	*	No
Tierrasanta	*	*	*	Yes	*	Yes	*	Yes
Whitman	*	*	*	Yes	*	Yes	*	No

1 Where students in any given ethnic group represents 10 percent or more of the site's population
* Students in this ethnic group represent LESS THAN 10 percent of the site's population.
** Site has neither a VEEP nor Magnet program.

OUTCOME: The number of study site partnership activities aligned with board goals and district expectations will increase, when compared with data from their previous integration report (Expectation 13).

A review of study site records maintained by the Partnerships in Education Office indicated that *all* activities that were sponsored by various corporate and community partnerships reflected board or district goals in general, and support for improved student achievement, gender equity, and cultural diversity in particular. Table 17 shows the number of partnerships which were active at study sites during the 1995-96 school year. The data showed that all but one study site had established at least one partnership.

Table 17
NUMBER OF STUDY SITE PARTNERSHIPS ALIGNED WITH BOARD AND DISTRICT GOALS

Site	Number	Site	Number
Balboa	4	Logan	7
Clairemont	5	Mann	4
Correia	3	Mason	2
Crawford	8	Montgomery	5
Crown Point	3	Muirlands	1
Curie	1	O'Farrell	2
Emerson/Bandini	3	Perry	2
Fletcher	4	Ross	1
Hancock	3	Sunset View	2
Holmes	2	Tierrasanta	1
Kennedy	4	Whitman	0
Lee	4		

Source: Partnerships in Education, School Services Division, Area III

Design Task V: High Performance Organization
(Strategic Plan for Integration Board Goals I-IV)

Please see *Other Outcome Measures* which follow on page 34.

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Other Outcome Measures

A number of additional outcome measures which address Design Tasks 3-5 relied on data provided in WASC and Integration Review Team Reports. As noted in the Evaluation Methodology section under "Limitations of the Study," the content of the Integration Review Team Reports was inconsistent among sites and often failed to address various components of the Integration Review instrument. The uneven findings are presented herein — but with acknowledgment that the Integration Review process must be improved to ensure a *complete and standardized* assessment process for all sites under future review.

OUTCOME: The portion of the day that English Language Learners (ELLs) are integrated with the general population of the school is of significant value (Expectation 16).

Reports for eight study sites addressed second language instruction and confirmed that ELLs were integrated with other students for a portion of the school day. However, none of these eight reports assessed *the value* of the portion of the day that ELLs were integrated, as more narrowly specified by this outcome measure.

OUTCOME: Students will feel trusted, valued, and supported by site staff (Expectation 10).

Results of student surveys, included in the two high school study site WASC Reports, provided data about student perception of staff support. A majority of student respondents at both Clairemont and Crawford reported that they were treated equitably and were well supported by their teachers. No comparable data for elementary- and middle-level study sites were provided in the Integration Review Team Reports.

OUTCOME: The site will provide staff development opportunities which will enable teachers to enhance students' learning styles, self-esteem, leadership, and social skills for citizenship (Expectation 10).

WASC and Integration Review Team Reports provided no data on staff development activities related to these issues.

OUTCOME: The site will develop and implement specific strategies to promote positive race/human relations (Expectation 16).

WASC and Integration Review Team Reports for the 23 study sites indicated that all sites were promoting positive relationships within the school community. Supporting evidence included various "multicultural" activities and acknowledgment of "mutual respect," "positive interactions," and a "cooperative spirit."

OUTCOME: The site's principal and staff will engage in learning or effective study that is directed toward integration program goals, as identified in the site's AEA proposal or magnet/VEEP focus (Expectation 14).

A review of WASC and Integration Review Team Reports for the 23 study sites showed that the reports did not address this specific outcome.

OUTCOME: The governance team will use the Comprehensive Site Plan and ensure the continuous development of student achievement (Expectation 15).

Clairemont HIgh School's WASC Report confirmed that their governance team used the Comprehensive Site Plan to encourage student achievement. No comparable data were reported in either the WASC or Integration Review Team Reports for other study sites.

OUTCOME: The site will demonstrate respect for diversity among students, parents, staff, and community (Expectation 16).

WASC and Integration Review Team Reports showed that all study sites had implemented a broad range of strategies to acknowledge and celebrate the ethnic diversity of their school communities.

Summary of Findings

Report Card Reading Grades at Grade 3. June 1996 report card data showed that 81.9 percent of Grade 3 study site students were graded as either "moderately experienced," "experienced," or "exceptionally experienced" readers. Eighty percent or more of the students achieved a grade of "moderately experienced" or higher at seven of the 16 elementary study sites — Crown Point, Curie, Holmes, Kennedy, Mason, Ross, and Tierrasanta. Reading data for major ethnic groups revealed that the percentage of students who achieved the reading expectation was highest among Indochinese American students (96.8 percent) and lowest among African American students (74.0 percent).

Of the Grade 3 students who had achieved the "moderately experienced reader" level or higher *as second graders the previous year,* a decided majority (93.7 percent) maintained that level of achievement on their June 1996 report card. However, it is particularly noteworthy that, among students who had *not* achieved the "moderately experienced reader" level or higher as second graders, almost all (99.7 percent) continued to be unsuccessful in achieving that goal by the end of Grade 3. Clearly, for this group of study site students, *reading success at Grade 2 was highly predictive of reading success at Grade 3.*

ASAT Reading Comprehension. Among study site students in Grades 5, 7, and 10, slightly more than half (51.4 percent) improved their performance on the Reading Comprehension subtest of the Abbreviated Stanford Achievement Test (ASAT) when compared with the previous year. Perry's fifth-graders were particularly successful, where 82 percent of the students improved their performance.

The rate of improvement (i.e., the percent of those who improved their performance) *over the past year* ranged from 48.6 percent for White students to 65.3 percent for Filipino American students; the rate of improvement *over three years* ranged from 51.7 percent for Indochinese American students to 60.5 percent for Asian American students. These percentages varied considerably by grade level. The three-year improvement rate for the Grade 5 cohort was particularly high for Asian American students (90 percent) and Indochinese American students (75 percent). The African American cohort at Grade 7 also demonstrated a high rate of improvement over three years (70 percent). However, *the achievement gap between the performance of African American and Hispanic American students and that of other student groups at the 23 study sites changed little over the past three years.*

Aprenda Reading Comprehension. Of Grade 5 study site students, 44.9 percent improved their percentile rank in Reading Comprehension when compared with the previous year. However, *progress over three years revealed a dramatically higher improvement rate (74.0 percent) than that for one year.*

Mathematics Report Card Grades at Grade 2 and Grade 5. Mathematics data for the 16 elementary study sites indicated that 88.7 percent of the students at Grade 2 and 80 percent of the students at Grade 5 achieved a "3" ("satisfactory") grade or higher on their June 1996 report cards. The highest rate of achievement was earned by Asian American and

Indochinese American students at both grade levels. The success rate was particularly low (68 percent) among African American study site students at Grade 5.

Of the Grade 2 students who had achieved a "satisfactory" grade or higher in math *as first graders the previous year* (June 1995), a decided majority (91.8 percent) maintained that level of achievement on their June 1996 report card. Of the Grade 5 students who achieved "satisfactory" or higher math grades the previous year, 88.4 percent prevailed at this level. However, as noted in the data for reading, a decided majority of second- and fifth-grade students who had *not* achieved a "satisfactory" math grade or higher the previous year continued to be unsuccessful in reaching a satisfactory level of achievement. For this group of study site students, *math success at Grades 1 and 4 (as evidenced by report card grades) was highly predictive of math success at Grades 2 and 5.*

ASAT Math Applications. Of study site students in Grades 5 and 7, 42.9 percent improved their percentile rank in Math Applications when compared with the previous year — a considerably lower rate of improvement than noted for the Reading Comprehension section of the ASAT (51.4 percent). None of the study sites achieved an improvement rate of 80 percent or more.

The percent of various ethnic groups who improved their performance on ASAT Math Applications for *over the past year* ranged from 37.5 percent for Asian American students to 50.0 percent for Filipino American students. The rate of improvement *over three years* ranged from 32.4 percent for Asian American students to 49.5 percent for Filipino American students. *The achievement gap between the performance of African American and Hispanic American students and that of other student groups widened considerably over a three-year period for the fifth-grade cohort, as a result of both (1) improved performance by Asian Americans and (2) declining performance by Hispanic American and African American students.* African American students, in particular, fell 10 percentage points on average over this three-year period.

Written and Oral Language Grades at Grade 2 and Grade 5. June 1996 report card data revealed that 87.5 percent of Grade 2 study site students earned a "satisfactory" grade or higher in Written Language; 96.1 percent achieved that level in Oral Language. At Grade 5, 89.7 percent of all study site students earned a "satisfactory" grade or higher in Written Language; 97.3 percent achieved that expectation in Oral Language.

Asian American, Filipino American, and Indochinese American students at both grade levels earned the highest level of achievement overall in Written Language; the rates for Hispanic American students and African American students were 10-20 percentage points lower. The rates of achievement in Oral Language were much closer among ethnic groups.

Of the students who had achieved a "satisfactory" grade or higher in written or oral language *as first graders the previous year* (June 1995), an overwhelming majority (93.8 percent) maintained that level of achievement on their June 1996 report cards. Similarly, of the students who had *not* achieved a "satisfactory" grade or higher the previous year, a decided majority continued to be unsuccessful in reaching that level of achievement. For this group of study site students, *success in written and oral language at Grades 1 and 4 (as evidenced by report card grades) was highly predictive of success at Grades 2 and 5.*

UC A-F Course Completion. The percentage of students completing UC a-f course requirements at the two high school study sites was lower than that districtwide. However, the rate at both schools increased overall when compared with the previous year. Clairemont's increase of 8.7 percent represented increases among *all* ethnic groups.

"C" Grade in Core Courses at Secondary Level. The percentage of Muirlands students who achieved a "C" grade or above in core course work exceeded the district average in every core subject; Montgomery and Correia students did so in three of the four subjects.

At Correia, Montgomery, and O'Farrell, African American students demonstrated strong gains in all subjects areas, when compared with the previous year. Gains for Asian Americans in all core subjects were also noted at Mann and, at Montgomery, in Math and Social Studies. Filipino American students showed dramatic gains in all subjects at Correia, and in English, Math, and Social Studies at Mann.

Attendance Rates. When compared with the previous year, the attendance rate either stayed the same or improved slightly at eight study sites and declined slightly at the other 15 schools. The only groups for whom attendance rates fell below 90 percent were African American students at Crown Point and Logan, and Filipino American students at Montgomery.

Suspension Rates. The rates of suspensions at the 16 elementary study sites ranged from 0.2 percent at Curie to 7.8 percent at Emerson/Bandini. The suspension rate at the middle-level and high school study sites was considerably higher than at the elementary level, ranging between 15 and 20 percent. One notable exception was Mann Middle School where the suspension rate was held to a comparatively low 7.4 percent, down 1.6 percent from the previous year; Muirlands and Montgomery also demonstrated lower suspension rates when compared with the previous year. Correia's suspension rate was highest among the seven secondary-level study sites, with particularly high rates among African American students.

Expulsion Rates. One elementary and six of the seven secondary-level study sites reported expulsions, ranging from one to six expelled students per site. When compared with the previous year, the numbers represented a decrease of six students at Montgomery and four students at both Correia and Mann; no increases were noted.

Dropout Rates. When compared with the previous year, the overall dropout rate for district high school sites declined by 1.2 percent. One of the two high school study sites, Clairemont, demonstrated a notable decline in its dropout rate (6.8 percent); Crawford's rate increased by 1.1 percent.

Retention Rates. The retention rate at the seven secondary-level study sites changed little; the rates ranged from a decline of 0.6 percent at Montgomery to an increase of 1.1 percent at O'Farrell.

Timely Completion of Schooling. When compared with the previous year, the data indicated that 13 of the 23 study sites reflected an increase in the percentage of students who completed their education at the appropriate age. An increase — in *all* reported ethnic categories — was noted at six elementary study sites: Balboa, Emerson/Bandini, Kennedy, Lee, Logan, and Ross.

Classroom Ethnic Composition. The data indicated that, over the past four school years, roughly 95 percent of study site classrooms have maintained ethnic balance (i.e., plus or minus 20 percent of a site's White student enrollment).

Parent Satisfaction. Data from a parent survey conducted during late Fall 1995 showed that the percentage of satisfied parents either *remained the same or increased* at 17 of the 23 study sites. The rate of parent satisfaction declined at only five sites, of which three were secondary-level. Although the number of respondents was too small to permit a breakdown by study site and ethnicity, the overall rate of satisfaction was lower for African American and White parents than that for other groups.

Governance Team Participation. The data demonstrated that, at 14 of the 23 study sites, Governance Teams/School Site Councils reflected every ethnic group where the group represented ten percent or more of the site's student population; smaller student groups comprising only *five* percent of the student population were represented by parents on many governing bodies. *Non-resident parent representation, however, was missing at 14 of the 22 sites offering VEEP or magnet programs.*

Partnerships. All activities that were sponsored by various corporate and community partnerships reflected board or district goals in general, and support for improved student achievement, gender equity, and cultural diversity in particular. The data showed that all but one study site (Whitman) had established at least one partnership.

Site Summaries. Summary Tables A and B (pages xii-xiii) provide an overview of progress on various achievement indicators by study site. Based on the 14 indicators for elementary sites shown in Table A, the findings revealed that Tierrasanta demonstrated progress in the greatest number of areas (11), followed by Holmes (10), and Curie, Emerson/Bandini, Fletcher, Holmes, Kennedy, Lee, Mason, and Perry (9). The other six elementary sites were successful in fewer areas.

Based on the 15 indicators for secondary-level sites (Table B), the findings revealed that, in general, progress was achieved in many fewer areas than that for elementary sites. Muirlands demonstrated progress in the greatest number of areas (7), followed by Montgomery and Mann (5), Clairemont (4), O'Farrell (3), Correia (2), and Crawford (1).

A number of demographic conditions exist at many sites which present both administrative and instructional challenges for site staff and may imply considerable *academic* disadvantage for their students (see site profiles on pages 3 and 4). When compared to the district average, eight of the 23 study sites — Balboa, Crown Point, Emerson/Bandini, Kennedy, Logan,

Mann, Montgomery, and Crawford — experienced relatively (1) low stability and (2) high mobility, accompanied by (3) large populations of LEP (limited English proficient) and (4) economically disadvantaged students . The progress indicators summarized in the Summary Tables must be reviewed within the context of these important factors.

Summary Table A
SUMMARY OF INTEGRATION SITE PERFORMANCE ON EXPECTATION/OUTCOME MEASURES
Elementary Study Sites

Site	Gr. 3 Read[1]	Gr. 2 Written Lang[2]	Gr. 2 Oral Lang[2]	Gr. 5 Written Lang[2]	Gr. 5 Oral Lang[2]	Gr. 2 Math[2]	Gr. 5 Math[2]	ASAT Read Comp[3]	ASAT Math Appl[3]	Absence Decline[4]	Ethnic Balnc[5]	Parent Satis Increase[6]	Govern Team Rep[7]	Partners[8]
Balboa			✓	✓	✓								✓	✓
Crown Point	✓	✓	✓	✓	✓	✓								✓
Curie	✓	✓	✓	✓	✓	✓					✓	✓		✓
Emerson/Band		✓	✓	✓	✓	✓	✓					✓	✓	✓
Fletcher		✓	✓	✓	✓	✓		•	•		✓	✓	✓	✓
Hancock	•	•	✓	✓	✓	✓					✓	✓		✓
Holmes	✓	✓	✓	✓	✓	✓				✓	✓	✓		✓
Kennedy	✓	✓	✓		✓	✓				✓	✓	✓		✓
Lee		✓	✓	✓	✓		✓			✓	✓	✓		✓
Logan			✓	✓	✓	✓						✓	✓	✓
Mason	✓	✓	✓	✓	✓	✓	✓					✓		✓
Perry		✓	✓	✓	✓	✓		✓			✓	✓		✓
Ross	✓		✓	✓	✓	✓	✓					✓		✓
Sunset View	•	•	•	✓	✓	•	✓				✓	✓		✓
Tierrasanta	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓
Whitman		✓	✓	✓	✓	✓				✓		✓		

✓ Site met expectation.
• The number of students was too small (less than ten) to provide meaningful data, or no data were reported.

1 Eighty (80) percent or more of site students received a "Moderately Experienced" grade or higher in Reading on Semester 2 (June 1996) Progress Report.
2 Eighty (80) percent or more of site students received a "Satisfactory" grade or higher on Semester 2 (June 1996) Progress Report.
3 Eighty (80) percent or more of site students increased their 1996 score, when compared with the previous year.
4 The site showed a decline in the percent of (1994-95) absences when compared with previous year.
5 All classrooms were ethnically balanced within a range of + or - 20 percent of the white population at the site (1995-96).
6 The percent of satisfied parents either remained the same or increased (1995-96) when compared with the parent survey results from the previous year.
7 Non-resident students, and all ethnic groups comprising 10 percent or more of schoolwide population, had representation on Governance Team (6/96).
8 The site had established one or more partnerships that were aligned with board/district goals (1995-96).

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Summary Table B

SUMMARY OF INTEGRATION SITE PERFORMANCE ON EXPECTATION/OUTCOME MEASURES

Junior/Middle and High School Study Sites

Site	ASAT Read Comp[1]	ASAT Math Appl[1]	"C" in Engl[2]	"C" in Math[2]	"C" in Science[2]	"C" in SocStd[2]	UC a-f Increase[3]	UC a-f Increase[3]	Absence Decline[4]	Suspend Decline[4]	Dropout Decline[4]	Retain Decline[4]	Educ Comp Increase[5]	Govern Team Rep[6]	Parent Satis Increase[7]
Junior/Middle Level															
Correia							—	—	✓		—			✓	
Mann							—	—	✓	✓	—	✓	✓		✓
Montgomery			✓			✓	—	—		✓	—	✓			✓
Muirlands			✓	✓		✓	—	—	✓	✓	—			✓	✓
O'Farrell			•	✓	✓	•	—	—			—		✓		
Senior High															
Clairemont		•					✓	✓			✓	•	—	✓	
Crawford		•										•	—		✓

✓ Site met expectation.

• The number of students was too small (less than ten) to provide meaningful data, or no data were reported.

— Not applicable at this grade level

1 Eighty (80) percent or more of Grade 7 (junior/middle-level) or Grade 10 (high school) site students increased their 1996 score, when compared with previous year.

2 Eighty (80) percent or more of site students received a "C" or higher on Semester 2 (June 1995) Progress Report.

3 The site showed an increase in the percent of graduating seniors who met UC a-f requirements (1994-95).

4 The site showed a decline in the percent of 1994-95 absences when compared with the previous year.

5 The site showed a decline in the percent of students who failed to complete their education at an appropriate age, when compared with previous year (94-95).

6 Non-resident students, and all ethnic groups comprising 10 percent or more of schoolwide population, had representation on Governance Team (June 96).

7 The percent of satisfied parents either remained the same or increased (1995-96) when compared with the parent survey results from the previous year.

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